

The Modern Language Journal

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BY-PRODUCTS OF MODERN FOREIGN LANGUAGE STUDY*

THE subject was suggested to me several years ago by a few paragraphs of the "Report of the Classical Investigation" in which the attention of Latin teachers was called to the advantages of conscious transfer of training, with the injunction that they make every effort to ascertain these conditions and to discover which would make the transfers effectual. The Report listed mental traits involved in the study of Latin wherein transfer is most to be expected, and quoted approvingly the statements that "The more a trait is brought into consciousness, the more likely will be the transfer of that trait," and "The teacher must have a definite purpose to effect the transfer and it will occur more successfully if the students are also aware of the end sought."

A list of ten specific aims was given, drawn up from those mentioned by Latin teachers as valid for the study of Latin, beginning with the primary one of increased ability to read and understand the language, and including training of abilities and habits and attitudes which are involved in the study of languages in particular and learning in general. The distribution of these objectives through the different years of a four year course, or longer, was indicated.

The suggestions struck me as valuable for teachers of modern foreign languages as well. They are not new, except in the way they were formulated and presented, and books on educational psychology and principles of education have been presenting and discussing the material in various forms for some years. How-

*Address delivered before the Iowa Conference of Modern Foreign Language Teachers, University of Iowa, Feb. 25, 1927; and, in part, before Modern Language Section of the Wisconsin State Teachers Association, Milwaukee, Nov. 4, 1927.

ever, it may be profitable for all of us to make our own observations and discuss them together.

The analogy with manufacturing processes which take some natural raw material and transform it into a finished product comes readily to the mind. In many such operations there are a variety of substances, or commodities, which may be derived in various stages, commonly called *by-products*. Sometimes they may be found elsewhere in a natural state, or in other combinations, or produced in other ways. The yield is ordinarily increased by conscious effort and the utilization of slight additions, or modifications, to the regular process. The by-products may sometimes have a wider market or be the real source of profit. Similarly, for the individual, the subsidiary benefits of his study may be greater or more permanent than those supposedly major, and a slight change in method may disclose unexpected values or applications. As in the case of the factory, or refinery, comparative costs must be considered. Is the by-product worth the time and cost of that method of production? How many may be obtained without sacrifice, without lessening the output of the main product or increasing the expenditure of time and labor? What is the actual utility of certain processes? Does the chief value of prose composition, e.g., lie in the attainment of knowledge of the foreign language, or of one's mother tongue in the comprehension of certain word values? At what stage of the whole operation is its benefit greatest for each of these values? Is formal grammar valuable for that knowledge of the foreign language which will prove most useful for the purpose of the student, or for the training in inductive and deductive reasoning and the knowledge of English grammar? And, if this question can be answered, in which period of his study is its effectiveness greatest?

The present paper does not intend to answer these questions, nor to trace in detail the various processes, with the principal products of each and their relative values. The author realizes that the comparison with a machine-made product will not hold completely, that we are dealing with a raw material which is living and variable and has not been analysed, that there are intangible forces operating outside of the educational processes, and that even the latter are not fully understood. What he does wish to do is to suggest some of the possibly attainable by-pro-

ducts, to encourage efforts to increase production in the case of those whose validity is already established, to urge co-operation in studying the problems involved, in discovering and testing them along with the experts in the field of educational psychology. It has taken some of us a long time to realize that our attitude of distrust of the methods and results of psychological investigation—fully justified in many cases by hasty conclusions based on insufficient evidence—is not the one most conducive to the discovery of the real facts. Let us rather say: "Here are the problems we find, or the solutions we think we have discovered, let us work together to solve the problems or to test the solutions. We are as interested as you are in knowing the truth. We only insist that it be the truth." It may still be necessary for us to cling sometimes to intangible values of which we are morally certain but which cannot be measured by present methods, and to refuse to accept results which our experience contradicts.

Taking up the products of the operation of the different processes of modern foreign language study, without attempting to fit them exactly, but only in a general way, into the figure of the factory or refining plant, there are certain major objectives which are universally recognized and may be regarded as the main product. This main product, or primary objective, is a knowledge of the foreign language, ability to read it understandingly, to comprehend it when heard, to speak and write it correctly.

I shall not enter here into a discussion as to which of these abilities is the most desirable or the most important, if the complete product cannot be obtained. It should be noted, however, that if time is lacking for the complete series of operations necessary to produce the fully-rounded and perfected product, the processes will naturally be somewhat different, depending on which ability is most desired, and at which stage the operation is to be interrupted. The by-products should be taken into account and their importance considered. The proponents of the direct method claim that their processes best produce the finished product with all the abilities mentioned. This cannot be said of the method which attaches primary importance to reading. But the time element is important, and it is possible that if the pupil has only one year or two of training, reading ability will offer the greatest final utility, as well as afford the more numerous and important by-

products of other forms of training. It is the ability which is easiest to acquire and which can best be cultivated subsequently by individual effort, without a teacher.

In this whole matter, it is well for modern foreign language teachers to face the question of the purpose of the individual student in studying the language. The factory comparison no longer holds, for there the raw material cannot express its desire as to what it is to be when it comes out. Even if the pupil is taking the language merely "for credit," or because it is required, or with no fixed purpose, it would be desirable to know how long he is going to study it, what its most likely utility will be for him, either in his use of the language itself, or in the habit training which is involved, or in relation to his own capacities of development. We have long gone on the assumption that all must pass through the same preliminary processes. There are many practical reasons in favor of this, but I am not convinced that we are right.

At the University of Wisconsin the principle of differentiation is recognized for graduate students, and for those desiring to acquire a reading knowledge of French or German as rapidly as possible, there are special courses in which all secondary abilities are sacrificed to this end. On the other hand, one who is anxious to learn quickly a few useful phrases for a trip abroad would find it most practical to go to a Berlitz school. In general, is it advisable and practicable to learn in advance how long a student is going to be able to study a modern foreign language, what his probable use for the language will be, what his capacities of development are, and differentiate the kind of training accordingly? Can some way be evolved to facilitate more individualized training within the same class? I hope that the Modern Foreign Language Study Committee will make available material and information on these questions. They would seem to afford opportunity for the kind of cooperative experiments and investigation of which I spoke above.

The subsidiary benefits or by-products of foreign language study enter into the question. For certain stages, and for certain individuals, their value may even outweigh that of the main product—knowledge of the language. In those cases the initial processes should be so devised as to intensify and increase

the output of the by-products, or at least to begin the training of these attitudes and habits and skills and prepare for their continuance. Many who have forgotten the foreign language which they studied in high school or college still express their satisfaction at having received this training.*

An important consideration is that the pupil's interest or pleasure in his work, the feeling of "satisfyingness," as Thorndike calls it, should be early aroused, so that the necessary stimulus will be provided. All too often this result is not obtained, and students in high school and college grumble at having to "take foreign languages," as though it were an ill-tasting medicine prescribed by an old-fashioned physician, the beneficial effects of which were nil or non-apparent. Perhaps this dislike may be lessened, or converted into a feeling of satisfaction and sense of progress by the introduction of devices which increase the by-products, and by making the student see how he can carry over into other situations the mental habits and attitudes which are being trained. This will help answer the criticism that the study is of no use.

I believe that interest will be increased if, at the beginning of the course, the pupil is told something about the language and its development and its relation to English, illustrated by examples of borrowed words and phrases. For French, this is easy, and the large number of related words shows the vocabulary which the pupil already possesses for the comprehension of French, and the value of a knowledge of French in recognizing the meaning of English words. In Spanish, the student usually has already the idea that the language may be useful because of relations with South America.

Information about the country whose language is studied, charts and pictures, and objects of various kinds, *realia*, have come more and more into favor in high schools, and are not without effect also on maturer students. All should be led to learn something about the people and the country, its geography, history, famous men, books, etc. The spirit of understanding of the foreigner and his way of looking at things, and of saying things, should be one of the by-products of modern language

* See O'Shea, "The Reading of Modern Foreign Languages," U. S. Bureau of Education Bulletin (1927) No. 16.

study from the beginning, continually increasing as increasing knowledge of the language opens up more material. English books on the country should be available and the pupils encouraged to read them. This need not be done in the spirit of propaganda, but in that of international understanding and good will, and of better correlation of studies.

There is a danger that all of these things may be made too prominent at the expense of the learning of the language itself. This has happened in certain high schools where the abundant projects, such as cutting out pictures, and marking words of foreign origin in English books and papers, have absorbed too much attention and even become a burden. While recognizing the stimulus coming from a realization of the utility of what one is doing, I personally would feel more gratified if the pupils came to appreciate the cultural side, and also took pleasure in the sense of progress and mental growth.

The realization that one has learned something, and the feeling of superiority, or consciousness of power, which comes from being able to use names of objects and simple phrases in another tongue, is another stimulus which is worth while. Some actual use of the language helps to give this, but may still be part of the "satisfyingness" of the useful. Part of the incentive should be, in addition to this, the feeling that the study is helping one to have a better trained mind, an added capacity for the enjoyment of finer things. This is mentioned here but may be regarded as having its proper place as the ultimate object of language study.

Associated with the value of the study of the foreign language for increased ability to recognize the meaning of words and borrowed phrases in English, is that of acquiring a more precise notion of word values. I have always believed in translation for this reason, both from the foreign tongue into English, and, to a lesser extent, from English into the foreign tongue.

The utility of the by-product of increased ability in more precise use of one's native language, enlarged vocabulary, clarity of ideas, and expression, is important in the consideration of the processes of language training. I hold that this value justifies the use of translation, though the extent to which the study of a foreign language increases one's general ability in writing English

is not yet clear.* There is also the value of phonetics in teaching the formation of the sounds, both native and foreign. Such study and practice should result in greater attention to distinct articulation and to careful pronunciation of one's own language.

A feeling for accuracy, a habit of accuracy, should develop from this attention to the real meaning of words, and from other processes of language study. It is one of the by-products which psychologists admit may well be transferred, under the general restrictions affecting transfer of training. Yet lack of accuracy is one of the criticisms most frequently and justly made against students coming from high school, and even long after they have been in college. This would seem to be due to failure to receive this training, since it is not displayed even in subjects which they continue in college, or, at least, to failure to understand the conditions of transfer, and consciously to make the necessary connections of identical elements. Students strive for these habits of accuracy in classes where the teacher is exacting, yet fail to show them in classes where the teacher is easy-going. This would indicate that the habit is not being consciously cultivated as a useful trait, and it is possible that much may be done toward developing this. Possibly it is a question of the will power to continue an exercise which is recognized as valuable but difficult.

Closely associated with accuracy is the habit of concentrated attention, and also development of powers of observation, or attention to detail, especially as applied to forms, order of words, and the like. This ought to be one of the by-products of language study, and there should be training in it. How much of this it is possible to transfer to other things is a question about which there is much doubt. It would seem reasonable to expect some transfer, at least, in similar elements, in written material and attention to sounds, but I am forced to be somewhat skeptical because of my own experience, and because I have to contend continually with failure properly to read notices which I send out—and which I receive. It is a matter calling for further experiment and observation, but I feel justified in placing it among the

* Cf. Oscar H. Werner, "Influence of the Study of Modern Foreign Languages on the Development of Abilities in English," *MLJ* XII: 241.

by-products for which one ought consciously to strive in the processes of language study.

Memory plays a very large part in the study of languages. Indeed, one of the reproaches often made is that they are primarily exercises in memorizing. This is not wholly true, for such study calls also for analysis and generalization. But, were it true, the formation of good habits of the faculties of memory would be a useful training. Certainly language study offers an excellent opportunity for a pupil to determine whether his memory is visual, or oral, or aural, or best developed by writing out a word, and for him to utilize methods of association. All too often teachers fail to call attention to the different kinds of memory, and to useful mnemonic devices. In many cases the pupil may be aided to discover just what method works best in his particular case, and thereby acquire habits which he can apply to other subjects, and to daily life, while overcoming his difficulties with language.

Training in analysis and generalization, inductive and deductive reasoning, may be a valuable part of one's language study, though this probably comes normally in the later stages of such study, except for the more mature students, who more naturally proceed in this manner. One is trained to look for analogies, and the study of grammar inevitably brings in such processes. Perhaps this training is the real value coming from the grammatical method. How far this training can be profitably transferred to other subjects, such as science, or to other situations in life, is not established, so its value as a by-product cannot now be fixed. One of my colleagues recently succeeded in converting a student whose training in mathematics prejudiced him against the study of language, by working out a mathematical formula and pointing out similarities in the application of the grammatical rule he was explaining.

This training in analysis and reasoning would certainly be helpful in acquiring another language, and in learning to understand the structure of language in general. It is true, also, that many of our students acquire their first real comprehension of English grammar, and the structure of their own language, from their study of a foreign language. Some languages are obviously closer to English than others, but all offer opportunity

for comparison. Professor Judd recognizes this training as a legitimate and valuable function of the study of a foreign language, so it may fairly be placed among the by-products, though the stage during which it should become a part of the learning processes is a matter for further study.

Appreciation of style and beauty and technique of expression is one of the later products of foreign language study. How much of it is due to native qualities of mind, to maturity, and how much to training, is not easy to say. Individual differences probably determine the benefit here more than in the other matters mentioned. Suffice it to say that since many qualities of style and thought are lost by translation, especially of poetry, new forms of intellectual and aesthetic enjoyment are among the products of a knowledge of a foreign language. Perhaps they, as well as the opening of direct access to works of interest in all kinds of subjects, may be regarded as corollaries of the main product, and should not be discussed here, but, for some, the pleasure in such reading comes early in their course, and I believe that pleasure, whatever its psychological explanation, should be one of the by-products of modern language study.

In finding analogies and comparisons, and certainly in the later periods of translation, imagination plays an important rôle. We are all acquainted with the industrious, literal-minded student whose very conscientiousness seems to render more difficult ready comprehension of a new passage. I do not know whether imagination can be trained, but, if it can, sight translation, with its effort to imagine the situation and what ought to be said, or what would naturally fit into the description, would be a good exercise. A conflict may arise between such a tendency and the accuracy previously mentioned. To encourage guessing, followed by verification, ought to solve the difficulty, and afford both kind of training

Unwillingness to be satisfied with incomplete knowledge, the determination to clear up all the obscurities of meaning and allusion, should be another trait developed. Stated positively, it is insistence upon complete clarity. There must surely be less insistence upon this today in English reading than when I was in school, for the number who are willing to stop with an approximation, or to pass on without looking up references or solving

difficulties, who have not this kind of intellectual curiosity, seems to be growing.

Through the looking up of all such allusions, another by-product is the general increase of the intellectual and cultural background, and a realization of the interrelation of history and art and life and letters; this is further gain from language study, as well as from one's reading in his native tongue, and should not be left uncultivated.

We come at this point into some of the moral values, the disciplinary value of language study. Without entering into a discussion of such values in language, as compared with other disciplines, it should be frankly said that teachers, of modern languages as well as of the classics, know that some of the dislike of the students for the subject comes from the necessity of day by day preparation of something which they regard as hard. It is not as easy to make a successful recitation on the basis of one's general fund of knowledge and common sense as it is in some other subjects, though of course bright students often succeed in bluffing. If a greater element of interest is added, much of this attitude of unwilling work and dislike may pass away, but I hope that there will still remain something which the pupil will have to do, whether he likes it or not, in order to develop the will to do the hard task well because it is a duty.

Language recitations should cultivate ideals of preparedness, for which steady application and thoroughness and perseverance are required; of readiness, that is, promptness of reaction, having one's knowledge ready for use; of alertness, attention to what is being said and done; of orderliness; neatness; regularity; of intellectual honesty, and dependence upon one's own knowledge; of ideals of doing one's best under all circumstances; of team-play in class work as in other fields. These by-products are not peculiar to language study, but they should result from it, and should be included in the classroom practices whatever method is employed.

The importance of the *will* is not to be overlooked. It is perfectly possible to have in one's consciousness a practiced or increased ability in some particular mental habit or attitude, such as I have mentioned, and to realize the possibility of transfer to other situations, yet fail to make the necessary effort which

would render this training most effective. It is even possible that the very fact that something is represented as necessary or beneficial may cause one to rebel against it. This really needs to be taken into account in bringing these mental processes into the consciousness of a student. For some it may be better to trust to unconscious or automatic transfer.

Such are the by-products, or secondary objectives of modern foreign language study, as they have presented themselves to me. To sum them up, without arranging them according to any scale of comparative importance, they are:

Interest in the subject, pleasure in the training received.

Knowledge about the country and the people whose language is studied.

Better comprehension of the foreigner and international feeling.

A conception of the relationship of this language to English.

Increased ability in English vocabulary; discrimination in use and meaning of English words; English grammar.

Better understanding of language structure and linguistic phenomena in general.

Increased ability to acquire other foreign languages.

Training in habits of accuracy and precision.

Increase in power of attention and observation, especially of form.

Improved memory habits, or better understanding of the way to train these faculties, and mnemonic devices which help.

Increased ability in analysis and generalization, and in inductive and deductive reasoning.

Increased ability to appreciate beauty of style and technique of expression.

Increased opportunity for intellectual or aesthetic enjoyment. (This, and the direct access to useful material of scientific or other interest, may be regarded as corollaries of the primary objective).

Exercise of the imaginative faculties.

An attitude of insistence upon complete clarity and comprehension.

Enlarged cultural background and comprehension of the interrelation of fields of knowledge.

Development of habits of application, thoroughness, promptness, alertness, conscientiousness, honesty, team-play.

Increased ability of adjustment of these habits to new situations through conscious transfer.

Consciousness of increased power.

I do not venture to claim that the list is exhaustive, nor do I feel certain that the proper terminology has always been applied. There are undoubtedly different degrees of attainability in the objectives mentioned. Some of them would be restricted to the later stages of language training, some would be claimed by all of the subjects of the curriculum. The individual teacher will naturally stress some of them more than others. Pending any uniformity of opinion, which is not likely to arrive soon, if ever, he will have to weigh for himself the cost and the value of some of the products, and determine, for instance, whether the training in better discrimination of the real meaning of English words and tenses justifies the amount of time given to putting set English sentences into the foreign language and where this exercise should come in the acquisition of the new language; in other words, the value and place of prose composition.

It would probably be unwise, and so confusing as to destroy the benefits arising from conscious effort to make adjustments of habits to other situations, if one were to call the attention of students, from the beginning, to all of these forms of training, and endeavor to have them make the transfer and consciously watch for opportunities to do so. It might, on the other hand, give the mature student a stronger stimulus to profit by his modern foreign language training to be told at once of these possibilities of general profit, and later to be encouraged to watch for them, one after the other, taking those most clearly attainable first, so that the growing consciousness of power will be an added spur.

Our work will be finally judged by the success with which its major objective of acquiring a knowledge of the language is

attained, but while remembering this, let us not neglect these by-products, let us call upon the psychologists to aid us in determining how best to obtain them, or to prove that they may not be obtained, and let us endeavor at all times to keep our aims and purposes clear, and our methods so flexible, and so adapted to our own knowledge and ability, that we may obtain the maximum from our efforts and from those of our students.

CASIMIR D. ZDANOWICZ

University of Wisconsin

THE USE OF CORRELATED READING AS A MEANS OF PROVIDING FOR INDIVIDUAL DIFFERENCES*

IF ANYONE were to ask, "What is the outstanding tendency in American education today?" one would almost inevitably reply, "The emphasis on the individual." And if the same inquirer were to pursue the subject and ask "What is the greatest challenge that you as a modern language teacher have to face?" the answer would be approximately the same, "The effort to recognize and provide for the individual." Whether this trend has come as a revolt against the mob psychology of our mass education or as a direct result of the teachings of John Dewey it is not within the province of this paper to discuss. But whatever be its cause, all the progressive movements in education, beginning with Montessori Methods and their outgrowth into the so-called Progressive Schools for elementary education; the various systems such as the Dalton Plan and Winnetka Plan for secondary schools, with their provision for indeterminate assignments, supervised study, longer units of learning, projects, and contracts; and finally experimental colleges and autonomous courses in university work—all these are manifestations of the same spirit at work in all our educational institutions, namely an attempt at the development of the individual to his maximum capacity of intellectual effort, and the creation of freer, fuller personalities with greater capabilities for independence, initiative, and resourcefulness.

What significance has this movement for the modern language teacher? Or, in other words, "How can she recognize and provide for these individual differences?" Although a genuine problem in every class, in a language class it often seems an insurmountable one. Because of the peculiar nature of the work, the pupils must inevitably remain more dependent on the teacher. She must be the mouthpiece through which they receive almost all their impressions of the new language, its rhythms, cadences, beauties of sound and tone; and it is only through her that they can get any contact with the foreign civilization and

* A paper reader before the midwestern M. L. T. at Louisville, December 1927.

attain any appreciation of its culture. The printed page which constitutes the chief medium of learning remains a dead, inert thing until interpreted and illuminated by the enthusiasm of the teacher. Only through the teacher's direct influence can it be translated into sounds and sentences, idioms and expressions, significant stories of foreign life and rich memorable manifestations of foreign culture. Pupils studying and working independently in a foreign language may gain much in initiative, independence, and even in knowledge, but their initiative and independence might be developed in other ways, and their knowledge will be narrow and one-sided. And what they lose in vivid, realistic contact with the language itself, in its spoken as well as its written forms, and in the rich human background of which the language is merely a symbol, is immeasurable.

Or, attacking the problem from a different angle, the pupil studying a foreign language is concerned not primarily with acquiring knowledge, but with acquiring skills. The same may be said, of course, in greater or less degree of almost any subject. However it is truer of a language, I think, than of almost any other subject, that learning the language is not end in itself, but merely the means to the end—the end being the reading and using of the language subsequently for pleasure and profit.

What skills is the pupil trying to acquire? Not only skill in reading which may be, and often is acquired almost entirely by one's self, but skill in comprehending the spoken language, in speaking it and in writing it. And who is to do the speaking of it if not the teacher, or the pupils under the constant, careful supervision and guidance of the teacher?

Such a situation—being familiar to every one of you, it need not be analyzed here—seems to preclude the possibility of allowing for individual differences. But, unless we are willing to fall behind our progressive colleagues in the universal quest for a richer, fuller life for each human individual, we too must seek a way out. We must find some means of allowing the individuals who come under our guidance to develop freely to their fullest capacity. And one way out, as many teachers have already discovered, is by means of differentiated reading requirements. While keeping our class work more or less uniform in its intensive oral and aural work, we can expose our students to all the

infectious French books within reach, and hope that the contagion will spread and prove to be an epidemic. And the amazing thing is that it usually does! Although some of our students appear to be as immune to the ravages of reading as they seem to be inoculated against the germs of grammar and vaccinated against the perils of pronunciation, some are susceptible to every linguistic disease and catch Dumas and Jules Verne and Hugo almost as easily as the measles.

This brings me to a discussion of our chief aim in language work. Whatever be our differences of opinion with regard to ways and means of achieving our aim, I suppose we are all agreed that giving an adequate reading knowledge of the language is our main object. I should like to change the wording of that statement of it and say that our first aim should be not to give our students the ability to read French, but primarily the desire to read French. If we can only create in them the desire, the ability will come of itself. How then can we best create that desire? And my answer to that is —by allowing free play to the individual differences. And so we seem to be in a vicious circle, in a logical labyrinth. We provide for individual differences by letting them read, and we teach them to read by providing for individual differences—a brilliant conclusion!

But perhaps it is not so hopeless a dilemma as it looks. Let us examine our facts. I have already mentioned the difficulties of providing for individual differences in our routine class work and hence the desirability of providing for them by supplementary reading outside of class. Now suppose we take up the question of how and when this reading should be done.

If one of our principal aims is to give our pupils the ability to read, then it seems obvious that we ought to let them read, and the sooner they begin and the more they read, the better. But we must define our terms. By "reading" I don't mean the slow painful process of looking up countless words and then translating into English by dint of frequent references to the vocabulary. Translation, with all its values in mental training, is an exacting task, and though it may bring with it the joy of a difficult task well done, it remains drudgery and is not to be confused with the reading one does with a sense of enjoyment and pleasure. Reading that is too difficult, and inflicted upon a pupil before

he is ready for it, instead of arousing an interest in reading French, is apt to produce what Morrison calls a "reading inhibition" and will do more harm than good. We must wait until the pupil has reached a "reading adaptation," and as we all know, all the pupils even in the same class will not achieve this simultaneously. Hence it would seem logical to start each pupil on his reading of French when our best judgment shows him ready for it, or in other words when he as an individual, and not he as a hypothetical anonymous average pupil in a class, has acquired a "reading adaptation." And I think we may accept Morrison's definition of a reading adaptation with respect to a child learning his mother tongue as being entirely adequate to describe the same child acquiring a foreign language. "In achieving the reading adaptation the child comes to the point at which he sees through the printed page to the message beyond, much as a person gazes through a window without consciousness of the glass. In the same sense, the pupil who has learned to read French without translating has attained a reading adaptation in French. He no longer picks his words, but looks through them to the message which the complex of words conveys."*

Such a position, then, will lead us away from beginning a reading text on December 15th because it is time to begin to read and a first year class must read a certain specified number of pages. We may, of course, continue to use a uniform reading text for the whole class and begin it when we feel that the class as a whole is ready for it, although we must recognize, if we are honest, that the class "as a whole" never is and never will be ready for anything. But let us not stop at that. Suppose we have on hand a lot of easy reading texts like "*Colette et ses Frères*," "*Contes et Légendes*," Wooley & Bourdin's "*French Reader for Beginners*," "*Le Beau Pays de France*," "*Histoires et Jeux*," "*Petits Contes de France*," and encourage and stimulate our better students to read as much as they possibly can, by inspiration if possible, by bribery if necessary; and because this is a means of recognizing individual differences we will neither expect—nor desire—uniformity either in choice of books read nor amount of reading done.

All sorts of elements enter in to cause individual differences. How can we expect pupils who never read in English for their

* *The Practise of Teaching in the Secondary School.*

own pleasure to read great quantities of the foreign language for the fun of it? Then there are students who are carrying extra studies and hence have less time, whereas others have light programs and therefore have more time to devote to the reading of French. And we should naturally expect the pupils who read easily to read more than those who have difficulty. As an illustration of the difference in ability to grasp the meaning from the printed page, let me cite the naïve and unconscious remarks of two boys in the same third year French class, both of whom are reading novels of Dumas. The other day, one of them said to me that while reading "*Les Trois Mousquetaires*" he was surprised every once in a while to run across a French expression. "Why Richard!" I said reprovingly, "you ought to be reading that in French." "Why," he replied, "I am reading it in French." To read French with sufficient ease to be struck with surprise now and then at meeting a French expression must prove something, though I'm not quite sure what. The same day, lest I become too encouraged at the astounding progress of my pupils, Earl, who is struggling through the intricate mazes of the *Château d'If* with Dantes, confided naïvely to me that when he finished the book he was going to read it in English to find out what it was all about.

Just how the students are to be stimulated to read will depend on the personality of the teacher, her influence on her pupils, and the organization of her subject matter. In an ideal situation, the pupils would be led by their own intellectual curiosity to read for the love of it; and there is a zest, a consciousness of power and achievement that carries many a pupil through pages of *Little Red Riding Hood* and the *Three Wishes* until he is able to read with pleasure and understanding works of greater intrinsic interest. Many of those who have read books of Dumas and Jules Verne in English clamor for them in French, and many of them are inspired to read French books because of French films they have seen in the movies. And if bribery must be resorted to, there are many forms which it may take. Extra credit even to the extent of skipping a year of French if sufficient reading is done during the summer vacation; a raise in grade if an unusual amount of reading has been done; publicity; a healthy spirit of rivalry and competition; occasional outside

reading instead of the routine class work for the better students—all these are incentives to the ambitious pupils, and often even some of the more sluggish students rise to unexpected heights in response to such stimuli.

The author has had two rather amusing experiences which may seem significant at this point. Some years ago, in an 8th grade class, I started a chart on which I marked off various exercises as the individual students completed them. My chief object in this scheme had been, through publicity and competition, to stimulate the leaders in the class to greater efforts. But, as often happens in our best-laid plans, it had quite unexpected results. In a misguided moment I had consented to allow credit for outside reading done, and to give stars for reading as well as for grammatical exercises. This was evidently a chance that two little sluggards were looking for; and it soon started what appeared to me the most amazing contest that ever took place in a classroom. These two little boys, of whom I had despaired because they took so little interest in the work and appeared so indifferent to the importance of verbs and the significance of double pronoun objects, began to read French at an almost alarming rate. They had soon galloped across the chart which had been devised for their brighter classmates, and were continuing a self-imposed race with each other, coming early at noon and keeping me after school at night to report on the reading they had done. The mother of one of them asked me when this contest was going to end because John, who had never taken any interest in reading in English, was reading so much French that she could hardly get him to his meals! Now when a boy would rather read French than eat, there must be something wrong, so I declared a tie and the boys permitted themselves to stop and get their breath.

I cite that incident not as an example of good teaching, for I have no illusions about it. Those boys were reading French not for the love of French, but for the fun of beating the other fellow; a spirit of competition which modern educators tell us should be eliminated from our classrooms. And, besides, I feel that, having given the pupils the opportunity to develop freely according to their own capacities and inclinations, I had nothing more to do with it. But it remains with me as being significant

of the undreamed of potentialities in even our slower students; of the unspeakable stupidity of trying to fit them all into the same mold; and of the necessity and the constant challenge to us to provide in every possible way for their highly differentiated personalities.

The other incident is equally amusing, showing as it does the danger of setting a minimum, and the cunning and the cupidity of students trained by our mercenary methods. The pupils in a 3rd year class kept asking me how much outside reading they ought to do each week to get a grade of excellent. For obvious reasons I had always refused to set any minimum or maximum, trusting to their own interest, inclination, and sense of fair play to set their own pace. Finally, however, I turned the question back to them and they agreed that nothing short of 50 pages was deserving of an Ex. After that I noticed a surprising uniformity of number of pages read when I questioned them, as I regularly did on Monday mornings—outside reading being their only assignment over the week-ends. One morning one of the boys reported 50 pages. After all the reports were in he said, "Would you get an Ex for this week and next if you read 100 pages all at once?" Feeling somewhat stumped by such a question, I referred it to the class, who decided that a person reading 100 pages deserved two Ex's. So somewhat reluctantly I assented, whereupon this boy announced with a mischievous gleam in his eye, "Well, then, I read 100 pages."

So I believe there can be no hard and fast rule as to how this outside reading should be done. There must be provision for individual differences among teachers as well as pupils. But I have always enough faith in human nature to believe that given freedom to develop, and sufficient stimulus, pupils will not only live up to your expectations, but in many cases far exceed them.

If, for instance, you announce certain uniform books required for outside reading, regardless of pupils' individual tastes, interests, and aptitudes, the minimum amount of reading will be done and that somewhat grudgingly. And if a uniform amount of outside reading were set for each year, the most optimistic teacher would hardly dare require any for first year, would set 200 or 300 as a possible standard for 2nd year, and 300 or 400 or at the most 500 as a standard requirement for 3rd and 4th year.

If, on the other hand, the pupils are almost from the beginning exposed to good French reading, many of them can read as much as 200 pages in the first year, and the amounts read in succeeding years by different members of the same class will vary as 10 to 1; some 2nd or 3rd year students reading only 300 pages, whereas one or two pupils in the same class may achieve 3000 pages. If this be the case, think of the folly and stupidity of setting an arbitrary amount for the hypothetical non-existent average pupil in the class!

By some such procedure as I have outlined, then, we can accomplish our double object, namely, give free play to the individual differences in our students and give them not only the ability to read, but at the same time a zest and enthusiasm for it.

So far the discussion of correlated reading has been limited to outside reading of books in French literature; but there are two other types of reading which might well be included here, namely books in French or English about France.

When a French teacher says that it is impossible to organize the subject matter into longer units of study for the sake of getting away from the daily assignment and giving the student greater opportunity to develop initiative and independence, she is deliberately ignoring a great source of material which may enrich the background of the French student and add to his interest in all things French. Although, because of the constant emphasis on oral and aural work, and the necessity for unceasing attention to details, it may seem essential to keep the class working as a unit on a uniform assignment, there is no reason why all the students should be limited to that. With efficient manipulation of the class and careful grouping, the skilful teacher, after a few moments of personal supervision, can often turn the better students loose during the class period to delve at will into illustrated reading matter in either French or English dealing with the geography, history, legends, customs, or costumes of France, or of that phase of French life which the class as a whole may be studying at the moment. Or if no provision can be made during the class period for such differentiated activities, some such assignments may be made for extra credit outside of class in the form of written reports, oral topics, or simply a statement of the material read. Teachers who say that

they cannot find time for this extra-curricular illustrative material lose sight of the fact that several, even if not many, of their better students can easily find time for it in addition to mastering the minimum essentials of the course.

Such simple reading texts as *La Belle France*, *Le Français et sa Patrie*, *La France Nouvelle*, *En France*, etc., may be insufferable as class readers because of their stilted, artificial style, but they contain much interesting information with good pictures and many valuable details about the different cities and provinces of France. Such books as these, or short histories or geographies of France in English, or the illustrated pamphlets in both French and English that are sent upon request by Railways of France or the French Government Information Office in New York—all these are excellent references and should be included in every well-equipped library or language laboratory for the enrichment of the cultural background of our provincial American youth.

In addition to such material, to be used with special reference to some concrete problem, there are longer travel books in English, dealing with various parts of France, or various phases of French life, which are delightfully written and give the reader a slight glimpse into the eternal charm and fascination of "la douce France." A pupil who through work on a topic had had his interest aroused in Brittany or Provence or Touraine might easily be induced to read Le Brax "*The Land of Pardons*" or "*Castles and Chateaux of Old Touraine*." Even during the first semester or first year some English books dealing with France might well be included on the program. Freshman girls might be given the colorful if somewhat sentimental "*Sweet William*" and Mrs. Slaughter's charming story "*Two Children in Old Paris*." Freshman boys interested in history could easily be induced to read "*Hero Stories of France*" by Eva Tappan or a "*Boy of the First Empire*." "*Quentin Durward*" and "*Tale of Two Cities*" are thrilling tales for anyone to read and of especial interest to students of French. After Jeanne d'Arc has been studied in class, many students will enjoy reading Mark Twain's touching tale, "*Personal Recollections of Joan of Arc*" and the more recent "*St. Joan*" of Bernard Shaw. Parts of "*Le Livre de mon Ami*" are suggestive of the charm and childhood of "*Peter Ibbelton*."

All these merely by way of suggestion to the alert teacher who is thinking of her pupils as individuals with varying needs and interests, abilities, and enthusiasms, and not as entities in a larger group.

Once more the technique of approach to these various problems must be left to the discretion of the individual teacher. All I can do is to suggest the vision with the hope that you will catch the gleam; that you will recognize the wealth of untapped resources in your students and the inspiring challenge to you as individual teachers to go out and open up to your individual students the vast possibilities inherent in the study of French.

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SLAVONIC STUDIES IN THE UNITED STATES

SLAVONIC studies in the United States are still in their infancy. That they are a subject of importance no one ventures to deny, but between realization of the need of developing them and the actual development there is a great difference. Here and there efforts are being made to develop Departments of Slavonic Languages and to equip them with the usual machinery of operation requisite to other modern language departments; but the work is still far from completed, and the Slavonic languages nowhere have the influence and the importance which they deserve.

In this respect the United States is scarcely behind the nations of Western Europe. The scientific study of the Slavonic Languages has barely passed out of the hands of its founders. Thus Prof. Jagić, for many years professor at Vienna, only died in 1923, and it is not too much to say that he was among the first who seriously undertook a critical examination of the languages, traditions, and literatures of the Slavonic peoples. There has been a professorship in this field at the Collège de France since 1840, when the poet Mickiewicz was the first incumbent, but the chief development of Slavonic studies has taken place since the World War brought the realization of the vast rôle which the Slavonic nations are destined to play in the new Europe. In 1921, M. Louis Réau was able to write in *L'Art Russe des origines à Pierre le Grand*, (P. 1),

"Alors que, depuis 1893, le Louvre possède une Section des arts d'Extrême-Orient que complètent de nombreuses collections publiques et privées, l'art russe n'a encore été admis dans aucun de nos Musées d'Occident."

The same situation has largely prevailed in Germany, and prior to the World War Berlin and Munich were the chief universities that gave instruction in this field, while in the vast majority of institutions Slavonic studies were regarded as beyond the pale. In England the same situation prevailed. The University of Oxford had done some work in Slavonics, and later on the University of Liverpool became interested, but English Slavonic studies are still under the direct control of Prof. Sir Bernard Pares, who was their inspirer and early patron.

In the United States, still another element complicates the picture. We have had an enormous Slavonic immigration: there is no need of recounting the number of Poles resident in Chicago, the number of Czechs in Iowa and Nebraska, of Slovaks in Pennsylvania, of Russians, Ukrainians, and Yugoslavs. But with few and conspicuous exceptions they have come to America as laborers. America has until recently not known the cultured or educated Slav. We have had to deal with the peasant, often with the illiterate, and nearly always with men who have contributed little save their physical strength. This is not said with any idea of depreciating the Slavonic contributions to America, but it does explain why until recently few of the young men and women of Slavonic origin attended the American colleges and universities, and conversely it explains why it has been difficult to rouse interest in Slavonic studies in American institutions of learning.

However, now that the situation is improving, an attempt can be made to concentrate the interest in these subjects, to insert them actually as well as theoretically in our system of education, and to develop them as they deserve. That is a task of the post-war period which we are just beginning to tackle. Moreover, much of what has been done hitherto has fallen in the domain of history and allied subjects. Far more institutions give courses in Russian and Balkan history than in Russian or Balkan literatures. In many cases the work is done by men who have no knowledge of the languages and is of necessity second hand. Some of it is valuable, but for the present discussion we can leave such work out of consideration.

In the history of American interest in Slavonic studies, first place must be given to a unique work: Talvi's *Historical View of the Languages and Literature of the Slavic Nations*, with a sketch of their popular poetry. This work by Therese Albertine Louise von Jacob (hence *Talvi*), the wife of Dr. Edward Robinson, appeared in magazine form in 1834-5 and was republished in book form in New York in 1850. It stands as the earliest serious study of the Slavonic languages published in English either in England or America and is an admirable statement of Slavonic literary history as it stood at that time. Talvi deserves a much more important place than she usually receives, and her work has too often gone wholly unnoticed.

The earliest professorship in Slavonic Languages established in this country was at Oberlin College, where a Department of Czech was fostered by the Congregational Home Missionary Society. This Department played an important rôle in the training of men for the purposes of missionary work among the Czechs, and there have been many similar foundations. For instance, in 1909 courses in the Polish language were introduced at Notre Dame University. The International Baptist Seminary at East Orange, New Jersey, is still another of the institutions where an interest is taken in Slavonic studies for religious purposes.

The recent development of the Roman Catholic educational system has not been without its influence on these subjects. Thus in many of their institutions we find courses in Slavonic largely for the purpose of training students in their mother-tongue. The Benedictines have played an important rôle in this matter, and we find a flourishing Czech and Slovak Department in St. Procopius College, Lisle, Illinois, in St. Vincent's College, Beatty, Pennsylvania, and in many others.

When we turn to the larger institutions of the United States, we note Harvard University as the first to introduce a definite Slavonic Department in 1897 with the appointment of Leo Wiener as Professor of Slavic Languages. The Department was inspired by the example of the late Prof. Archibald Cary Coolidge, who was always interested in the problems of Russia and the Near East, and who published several translations of Russian literature, notably Lermontov's *Demon*. Prof. Wiener has prepared many valuable works, especially *An Anthology of Russian Literature* in two volumes, published in 1902. Among other works of his we may note one on the Russian Theater and a translation of the works of Tolstoy, but for the most part his work has concerned problems of philology, ranging far beyond the purely Slavonic field.

Undoubtedly the most active work is being done today by Prof. George R. Noyes of the University of California. Prof. Noyes was a pupil of Prof. Wiener and in 1901 commenced a Department of Slavic Languages at Berkeley. Originally Prof. Noyes worked in Russian and, as an admirer of Tolstoy, he published a biography of that writer in 1918 in the series of *The Master Spirits of Literature*. Since the World War Prof. Noyes has concentrated his attention more on Polish and has published

a series of translations from Polish authors. Among these we may mention a translation of *Forefather's Eve* and of *Konrad Wallenrod* by Mickiewicz, and of *Ladies and Hussars* by Fredro, a leading Polish dramatist. In most of these cases Prof. Noyes has worked with a group of students and associates, so that the group around him represents the most extensive case of co-operation hitherto carried on among the Slavonic students of the United States. Mrs. Noyes has recently published a translation of the *Iridion* by Krasiński.

At present Prof. Noyes has with him on the faculty of the University Prof. Alexander Kaun and Prof. George Z. Patrick. The former published *Leonid Andrejev, a Critical Study*, in 1924, and he has written many other articles. Prof. Patrick has done considerable work, particularly on modern post-revolutionary Russian poetry, and has published several articles.

In 1915 Prof. John Dyneley Prince established at Columbia University a Department of Slavonic Languages, and this Department, like the foregoing, has taken firm root in the University life. It suffered a hard blow when Prof. Prince left the Department on indefinite leave of absence in order to accept an appointment as American Minister to Denmark offered him by President Harding in 1921. In 1926 President Coolidge transferred him to be Minister to the Kingdom of the Serbs, Croats, and Slovenes. Prof. Prince, who is a most versatile and talented linguist, published a Russian Grammar in 1919 and a Lettish Grammar in 1925. He has also published several articles in the Proceedings of the American Philosophical Society on Slavonic philology, such as *A Rare Old Slavonic Religious Manual*, *Tatar Material in Old Russia*, and *Troyan and Boyan in Old Russia*. His place has been partly filled by the writer of this brief survey, who has published some papers on Russian literature and the Orthodox Church and has translated, among other works, *Prince Serebryany* by Count Alexis K. Tolstoy, published in 1927 under the title *a Prince of Outlaws*.

The Department has also established a series of *Studies in Slavonic Languages*, of which two volumes have been issued, Vol. I, *Early Yugoslav Literature* by Dr. M. S. Stanoyevich, and Vol. II, *The Development of Humor in the Russian Comedy from Catherine to Gogol* by Dr. Arthur P. Coleman. Among other dissertations

accepted by the Department may be mentioned *Dostoyevsky, a Study in His Ideology*, by Dr. Avrahm Yarmolinsky, in 1921.

From the beginning Prof. Prince always insisted in making this a Department of Slavonic Languages and not merely Russian, and special efforts, which have been at least partially successful, have been made to develop an interest in the other languages. In an effort to arouse interest in these subjects among the descendants and friends of these nationals there have been established an Institute of Czechoslovak Studies and an Institute of Polish Culture which hope to do considerable work both in the field of publication and also in developing cultural relations of every sort between the American intellectual world and the corresponding classes of those countries. This is an extension of the Institutes founded to strengthen relations with the Latin countries, some of which have had remarkable success. It is hoped that the Slavonic Institutes will be productive of equally good results.

Among other institutions which have done work in Slavonic languages we must mention the University of Chicago, where Prof. Samuel N. Harper has been active in the field of Russian history. He has not developed work in languages and literatures especially, but we cannot fail to mention his American edition of the *Russian Reader* by Boyer and Speranski, which he prepared in 1906 for the University of Chicago Press.

The University of Michigan has been quite active under Prof. Clarence L. Meader, who published in 1915 a translation of some of Andreyev's Plays (with Fred Newton Scott). In more recent years Dr. Tadeusz Mitana has been called there from Poland and is developing the Polish courses with the backing of the large Polish colony in Detroit.

We must mention also the work of Prof. Henry Lanz at Leland Stanford University. Prof. Lanz published recently an article on the *Philosophy of Ivan Kireyevsky*, one of the Slavophile leaders of Russia, and has done some work on Russian poetry.

There are many other institutions which for a greater or lesser number of years have endeavored to establish such departments or have given courses of instruction. Among those which have dropped Slavonic after prolonged experimenting is Yale University, where Mr. M. S. Mandell gave courses for nearly twenty

years; it is to be hoped that this lapse will not be permanent and that Yale will be able to reorganize and extend the work.

We should also mention the work of Prof. H. H. Bender of Princeton University. Princeton University has no Slavonic Department, but Prof. Bender has become perhaps the best student of Balto-Slavic and Lithuanian philology in the United States, and certainly deserves mention.

The University of Nebraska under Prof. Orin Štěpánek, and Coe College under Prof. Anna Heyberger have both a history of long and distinguished interest in Slavonic studies, especially in regard to Czechoslovak. Both of these institutions are located in regions where Czechoslovak influence is strong and there has followed naturally a considerable interest in having these subjects properly represented.

Finally we must mention Dartmouth College. Prof. Eric P. Kelly of the English Department was enabled by the generosity of the College and the Kościuszko Foundation to spend a year as Exchange Professor in the University of Kraków. Also in the Department of Sociology is Dr. William J. Rose, the first American to receive a degree of Doctor of Philosophy from the University of Kraków. Russian is being cared for by Prof. R. W. Jones, and while no department has yet been established, the interest in Slavonic affairs is steadily growing.

Outside of these more or less organized centers, there is a considerable amount of works being produced that deserve mention. Thus Prof. William Lyon Phelps of Yale University published some years ago a volume of *Essays on Russian Novelists*, 1911, a work which had a large popular sale. Also Prof. Eduard Prokosch of New York University published under many difficulties in 1920 a Russian Grammar. The number of these works is much greater than we can list and we find that many of the courses on and anthologies of modern literature treat with more or less competence and detail the modern Slavonic literatures.

We have not the space here to list all the translations from Slavonic languages which have come out. Miss Šarka Hrbkova, formerly of the University of Nebraska, brought out a volume of *Czechoslovak Stories* in the Interpreter's Series, 1920. Mrs. Edna Worthley Underwood brought out in 1919 a volume entitled *Short Stories from the Balkans*. The chief American translator is,

however, Miss Isabel F. Hapgood, who translated the Novels and Stories of Ivan Turgenev (16 volumes, 1904). Still more important is her translation of the *Service Book of the Russian Orthodox Church*, which appeared in the first edition in 1906 and has been of the greatest value in making the Russian Church better known in America. Miss Hapgood is probably the most active of the translators who are not connected with any University, but since the World War several translations have been made in Europe and only edited in this country. This was the case for example with the *Peasants* of Reymont which was translated by Prof. Michael H. Dziewicki of the University of Kraków and then was edited by Dr. A. Morawski Nawench, at that time connected with Columbia University. Many translations from the Polish are printed also in the monthly *Poland* published in New York City.

It would be equally unnecessary to list all the works of criticism that are appearing here in the United States. We must mention Dr. Avrahm Yarmolinsky's *Turgenev, The Man, His Art and His Age* (1926). This is one of the most serious and extensive treatments of a single author that have appeared in the United States. There have also been a large number of books published like Oliver Saylor's work on the Russian Theater. Numerous translations were also made in connection with the visit of the Moscow Art Theater and the Moscow Art Studio to the United States during the past years.

We have now covered the chief sources of productive work in connection with Slavonic subjects. It remains to speak of the organization of the work.

The leading publication in English dealing with Slavonic literature and history is the *Slavonic Review*, which has been published by the School of Slavonic Studies of the University of London since 1922. This periodical, appearing three times a year, includes articles on Slavonic history and literature and translations from all the languages. There are three American Contributing Editors, Samuel N. Harper of the University of Chicago, Robert J. Kerner of the University of Missouri and George R. Noyes of the University of California. The *Review* welcomes American contributions and there are three Americans also on a Joint Publication Com-

mittee for publishing other works. Many of the leading American Slavonic scholars are Corresponding Members of the School.

In 1919 Prof. Leon Zelenka Lerando of Lafayette College organized the Society for the Advancement of Slavonic Study, which existed for some years and published at irregular intervals Slavonic Studies and Notes. This society has apparently passed out of existence or at least has become dormant, and its publications have not appeared for some years.

A Slavonic Group was established, with the present writer as Chairman, in the Modern Language Association of America, and since 1922 this has met regularly for the reading of papers and discussions. Some of the papers have been published in the *Publications of the Modern Language Association*. It is the hope of the members that all persons interested in Slavonic Languages will join this Group, so that in due time the growth of the membership of Slavonic scholars may justify the request that it be transformed into a Section to parallel the English, Germanic, and Romance Sections. This is however something for the future.

This article is by no means a complete picture of the study of the Slavonic Languages in America. As in the case of all new subjects, one or more languages are taught in many institutions by educated Slavs resident in the vicinity. In some cases the amount of credit given for these courses varies and so does the position of the teacher. In few cases do they actually become regular members of the University or College Faculty. Frequently the courses do not appear in the announcements of the institution, and the teachers themselves make no effort to come in contact with other persons working in the same field. The *Slavonic Review* endeavors to list each year the courses given in the different institutions, but this list, despite the most careful efforts of Prof. Arthur I. Andrews of the University of Vermont, who is in charge of it, is always incomplete.

In conclusion we can say that the outlook for a development of Slavonic scholarship in the United States is very bright. Efforts are being made to build up libraries in several of the Universities and also in some of the Public Libraries. Thus the New York Public Library has a large collection of Slavonic books and also in the Webster Branch there is a large lending library of Czecho-

slovak books. All these are signs that the subject is being steadily systematized and extended and the next decade will see a great growth of students in the different languages, which will be a reflection of the changing political situation and the improved intellectual and economic condition of the various Slavonic countries.

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ONE OUTLET FOR THE EXCEPTIONAL LANGUAGE STUDENT

IN NO subject, perhaps, is self-activity less encouraged than in foreign-language study. While one may hardly expect students in the high school to emerge full-panoplied Frenchmen, Germans, Spaniards, or Italians, yet one does quixotically expect to see them on easy terms with a study that is consuming a valuable portion of their adolescent efforts. Still, one may not blame language teachers for the atrophy of student interest and power in a foreign language. For, especially in our mammoth city school of five thousand and more, the wonder is not that so little but that so much is really accomplished.

The curriculum, too, defeats progressive language work. For a study calling for the delicacy of perception of a musician, the finesse of utterance of an actor, the agility of mind of a mathematician, and the laborious patience of a typist or stenographer, the same thirty-five odd minutes is allowed as in a neighbor subject where the work may be taught to the whole group at once, and the work checked up by almost any one.

Nevertheless, our quixotic teacher will tilt, often successfully, at the indifference of the average class. He will organize, direct, and control the aroused self-activity of youngsters, with most encouraging results. Language clubs, library exhibits of books and pictures, visits to museums and department-store displays of furniture and paintings, correspondence with children of foreign countries—all eating into the (very) spare leisure of such a teacher—persuade or delude him into the faith that his classroom usefulness is growing, ripening.

In some such haphazard way, in the fall of 1926, it fell to the lot of the present writer to organize, among the three thousand students of French in the James Monroe High School of the Bronx, N. Y., a monthly French paper, devoted "*à ceux qui s'intéressent à la belle pensée de France.*" So blithely ran the promise! A student paper, this was to be, not a journal leaden-winged with philanthropic drippings of pedagogic literature.

As in many a heart-rendingly parallel situation, the student-body was asked, requested, exhorted, and even brow-beaten into

writing for the French journal. To entice the interest of the youngsters, the paper took the name of *Nous Autres*, "We Others"—"We Different Ones"—"We on the Other Hand"—even, if you please, "We Wiseacres." Yet, with all that, nothing came of our appeal. Napoleon and Joan of Arc managed to enlist a few pens and platitudes—otherwise, a most depressing silence.

In fact, teachers themselves were a bit bewildered to know what was expected of them. As to the students, they were wholly strangers to the thought that French might serve as a medium for other than merely imitative, indifferent work. Gradually, however, and all this before the first issue of *Nous Autres* had actually gone to press, a department clipping bureau distributed to classes and over bulletin boards articles and pictures of importance or of interest, linking France and the United States to a living, moving civilization. For from the first we fought free of the tendency, inherited from older language efforts, to make *Nous Autres* a cooled-off copy of the school paper itself, with its hybrid news of baseball, football, and delightful local gossip. If *Nous Autres* was to live its own life at all, it would have to accept the likelihood that enough students existed among our unsung thousands to foreshadow mature and sensitive reactions to a throbbing, vital foreign culture and civilization. Mere exercises, therefore, lengthy and easily available quotations and poems, and other fictitious "realia" propping up the average "student" language publication—all this was to remain anathema! With due gratitude for such pioneer efforts, new roads to students' interest had to be found or built.

Since little could be hoped for from a democratic appeal, other than listless, predigested observations in French-Americanese, our appeal narrowed down to the students in the department who for two years or more had been maintaining an average of 80% or better. These were cajoled, encouraged, "bullied" into churning their imaginations, their slowly enkindled enthusiasm, into articles, stories, editorials, cartoons, and even poems. Once the inertia of these linguistic aristocrats was broken down, things began moving definitely along intelligible lines. *Nous Autres* became a sort of haven for those few whom the slow tempo of the recitation hour had been driving into apathy.

Meanwhile, to win readers, too, as we were winning writers, *Nous Autres*, through its questionnaires and its forum, begandrawing the average student's attention beyond his Mecca of 65%. And so, in the few terms of its young existence, *Nous Autres* has built up a gratifying tradition as an aristocratic language journal with a democratic appeal.

To confirm the rare suspicion that our youngsters know what they want from their different studies, one of the early issues tabulated the following out of many suggestions made by students themselves in answer to the following questions:

*Comment Pourrait-on Rendre L'Etude du Français
Plus Intéressante à L'Elève Ordinaire?*

Suggestions:

1. Speak French in Class.
2. Use more pictures and paintings of France in the classroom.
3. Circulate books on French life and customs in city and country.
4. Devote one hour a week to discussion of customs, ideals, problems, and great men of France.
5. Show "movies" of French city life and industrial life.
6. Cinema on French rivers, châteaux, and legends, with captions, explanations, and subsequent discussions in French.
7. Present modern plays in French.
8. Study real French literature, instead of boring little stories,—the teacher to read one chapter eloquently in class, and assign following chapter to class.
9. Since students all like to see their name in print, have each class publish its own French paper.
10. Study poems and songs in class.
11. *Pas un mot d'anglais en classe!* Teach everyday expressions relating to France and French life.

And this last one, from a fine-mettled little chit of a girl:

"La vraie beauté du français n'est guère révélée à l'étudiant. Le français signifie pour lui des déclinaisons; des conjugaisons, des temps primitifs. La plupart des étudiants n'étudient pas le français pour ses qualités, mais parce qu'il leur faut prendre quelque sujet pour compléter leur cours.

"Une langue n'est pas intéressante si l'étudiant ne s'y intéresse pas. On fait de son mieux dans ce qu'on aime le mieux. Voilà pourquoi l'étudiant devrait choisir ces sujets-là, d'où il dérive sa propre jouissance. . . .

"La co-opération des professeurs et des élèves! Voilà le facteur dont nous avons besoin! Pourtant, pour encourager cette co-opération, il faut que l'élève ne soit jamais tourné en ridicule!"

One might look far among reports and surveys by mature observers without striking quite so vigorous and specific a criticism of both matter and manner in language instruction. That this contribution is not a solitary one, and that our undeviating policy of encouraging aristocratic thinking in French has borne fruit in in other directions, may be suggested by the following specimen list of types of articles submitted:

1. *Odd clippings about France, culled from current magazines, articles, newspaper articles.* Paris, dictateur de la mode. L'anglais chez les Immortels. Ah, oui! Ce n'est pas dans la lune que les Français cherchent leur art! Madame Malborough s'en va-t'en-guerre! Retour de l'enfant prodigue: le franc.

2. *International sports.* Vive les Vivants! La France et la Coupe Davis. L'on y joue aux billards.

3. *Reports of French public events.* Nos Avions. Le Nouveau Cabinet Français. La Paix à qui la paie! Cherchera-t-on la Paix l'épée à la main?

4. *Editorials* (entirely by student editors, as are all the articles in *Nous Autres*). La Propreté à Paris et à New York. La traduction à l'américaine. L'esprit de corps (team-work)! Les Différents et les Indifférents. Séparons nos brebis de nos chèvres (suggesting special classes for brighter language students). L'Au-delà du français.

5. *Original essays and reviews.* Le monde en 2027. Un Saint-Georges Moderne. Mussolini et ses opinions sur la femme (d'un point de vue féminin). L'Homère des Insectes (Maeterlinck). La Musique. Constantinople—Carrefour des Dieux! Budapest—dont Buda est ancien et Peste moderne. Il faut mourir!

6. *Original short stories and anecdotes.* Les vingt-cinq sous américains. Les Galériens. J'avais sommeil. Lettre d'un petit cousin Tarasconnais (a delightful hoax on the reader). La Grande Guerre Prochaine (a turkey's plea). Sic Transit Gloria Mundi.

7. *Poetry (often a bit too free), original and translated.* Souvenirs. Mon compagnon sans peur. L'Examinaise (parody on "Marseillaise.")

Refrain: Aux plumes à réservoir!

Ecrivons, oui, écrivons!

Changeons—changeons—

D'une encre noire!

Ignorance en savoir!

Les Arbres (from Joyce's "Trees"):

"Un arbre, dont la bouche séchée est pressée
Contre la douce coulante gorge de la terre."

8. *Drama and cinema reviews.* La Maltresse du Roi. Cyrano au nez tragique. Les Misérables. Le Roi Vagabond.

9. *Special club and departmental events.* Le Concours de L'Alliance Française se renouvelle. Nos Braves Concourants. Les nouveaux examens "Regents." Notre Cercle roule toujours!

10. *Special features.* *Comic strip.* Novel Adaptation of Cross-word puzzle. Dis-donc, mon vieux? (Ask me another). Jeux Historiques. Reconstructing paragraphs with words in any order. Musical Series: Compositeur de la Marche Funèbre; Créateur musical de "Salomé" de "Thaïs" et de "Manon." Forum and Questionnaire. Interviews with leaders of French culture in America.

Whether the reader lays down this article with a suppressed sigh or a muttered oath, he is more than justified. For, not only does a project like *Nous Autres* spell despair to the one trying to keep it thrivingly alive, but it imposes unwonted tasks upon his less combustible colleagues, who have to help control the conflagration he has started.

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THE DAILY PRESS IN FRANCE

THE features that really distinguish countries like France and the United States are psychic rather than physical. The press in France reflects the French mind; so he who is able to interpret the philosophy contained in the French newspapers is able to analyze Gallic thought. An institution in whose firmament shines such a galaxy of names as those of Edmond About, Théodore de Banville, Jules Claretie, Anatole France, Ludovic Halévy, Octave Mirbeau, George Sand, Sainte-Beuve, Hippolyte Taine, and Jules Verne, deserves the attention of every student of French literature. Moreover, a most reliable way to understand the complicated scheme of French politics is to study French newspapers, since the ulterior object of their founders is to preach some political gospel or other. There is no concealment of this fact. The reader subscribes to one paper rather than to another one primarily because he will see certain ideas of government expressed therein. The value of a study of the press in France can be gainsaid by nobody. As a fair cross-section of French civilization it should be utilized to supplement the information conveyed in books.

To trace the history of French journalism, one needs to go back approximately three centuries. In 1612 Théophraste Renaudot reached Paris and became physician to the King. Richelieu appointed him General Overseer of the Poor. Renaudot opened the first pawnshop in Paris and established a chain of advertising agencies. Having thus the opportunity to garner first-hand information from many sources, he asked for the privilege of printing a weekly. The first number of *La Gazette* appeared May 30, 1631. Both the Cardinal and Louis XIII contributed to it frequently. The first daily dates back to 1777 with the publication of *Le Journal de Paris*. The year 1836 marks the turning-point in the history of the French press. Unwittingly blazing a trail for *The Saturday Evening Post*, Emile de Girardin published *La Presse* below the cost of printing it. His daily exceeded all the rival papers in the amount of advertising. For the first time, a single copy of a paper could be bought. He played up the news features and the *feuilleton*. Such anarchy naturally aroused the ire of the conservative journalists. Armand Carrel, editor of *Le National*, protested and was killed by de Girardin in a duel.

When Carrel was buried, there was interred at the same time the old conception of journalism.

In the difficult struggle of the fourth estate against the State, especially against Napoleon I and Napoleon III, two laws stand out conspicuously. The law of *le 16 juillet 1850* established the principle of signing all articles dealing with politics, philosophy, or religion. A signed article does not necessarily represent the paper but the signatory. The law of *le 29 juillet 1881* established practically complete freedom of the press. Provision was made for replies. The editor-in-chief must insert any rectification of an article reported to him by a government official pertaining to his function. Any person attacked in a paper has the right to insert gratuitously within three days in an equally prominent position a reply not to be more than double the original article in length.

To obtain the proper perspective in judging the French papers, certain general characteristics which distinguish them from those published in this country are to be noted. As already stated, the French press is essentially and openly partisan. The French reader seeks neither facts nor fads. His innate artistic sentiment makes him reluctant to read an American paper with the bare laconism of its reporters. He wants news presented in such a way as to support his own political theory. The same item is written up and even distorted by writers for papers of opposing parties until it fits in properly with the established policy of each. This defect is partially atoned for in those journals which offer a digest of the editorials in rival publications. The American press is institutional; the French press is individual. Another important distinction is the attempt by the French to attach some literary merit to journalism. Many famous novels first appeared in serial form in the *feuilleton* created in 1799 by Bertin in the *Journal des Débats*. Some of the short-stories which appear for the first time in newspapers have more than an ephemeral value. As general traits of journalistic style, one notes the frequent use of the historical present to help the reader visualize the action and of the future and conditional of probability to describe present and past action that "is alleged" or "is rumored." There is a difference in subject matter. The American press seeks the sensational and the popular. Except for the papers of *La Grande Presse*, little space is devoted in French papers to non-news features. Conspicuous

by their absence are the tabloid papers for those who cannot think. France offers no parallel to our comic strips nor to our popularizing in pictorial form and primer language such esoteric subjects as the Story of Philosophy, the History of the United States, the Life of Christ.

Many French papers receive an allowance from the politicians who subsidize them. Only a few could otherwise meet their financial obligations. American papers, on the other hand, carry a great deal of advertising. In 1927, for instance, the *Chicago Tribune* printed 31,834,173 agate lines of advertisements. The revenue from this source, in general, is almost three times as great as the circulation revenue.

The typography of French papers is faulty. They are printed on rather cheap material and are less bulky than ours, averaging about six pages per issue. The *Agence Havas*, the leading agency in France, is subsidized by the government; still it is quite impartial and reliable. However, the news service in France is on the whole poor, whereas the service in this country is becoming increasingly efficient as a result of the tendency toward uniformity of content and absorption in administration.

In their composition the French papers have certain features in common. When a *Sommaire* is given at the top of the first column of page one, it furnishes no more than a table of contents. Since streamer headlines are never used, the left-hand column of the first page is considered the most prominent part of the paper and is reserved for the editorial. It is signed unless the paper is willing to assume collective responsibility for it. *Au jour le jour* is a misnomer for a daily bit of time copy. News of accidents, crime, and scandal is recorded in mere stickfuls known as *faits-divers*. *Echos* begin with a calendar of meetings for the day, sometimes indicated separately by the word *aujourd'hui*, but then degenerate into readers or camouflaged ads. *Dernières nouvelles* or *dernière heure* records the latest news from both French and foreign sources. Births, weddings, and obituaries are announced under *dans le monde* or *le monde et la ville*. They are grouped as *les mondanités* in *Le Gaulois* and as *carnet du jour* in *L'Echo de Paris*. The *feuilleton* or serial is always relegated to the bottom of the page. It is very often translated from a highly sentimental English novel and appeals mainly to women. A

defect in make-up is the custom of allowing a story to run its course even if it goes straight on to the next page, antipodal to the American plan of jumping it to a less conspicuous place.

In America, every town with a population of 50,000 or more has at least one local paper and imports few copies. In France, Paris monopolizes the printing and circulation of papers. Consequently a study of the press in France is virtually a study of the press in Paris. It is only a slight exaggeration to state that the papers of the provinces exert no influence on public opinion in the capital. The following papers outside of Paris with a circulation of approximately a quarter of a million each are worthy of mention: *L'Echo Du Nord* of Lille, *La Petite Gironde* of Bordeaux, *La Dépêche* of Toulouse, *Le Progrès De Lyon*, and *Le Petit Marseillais*. The *Messagerie Hachette*, which often takes over the shipment of French papers, sends many more into the provinces than it brings into Paris. By giving the *Agence Havas* permission to use a part of its advertising space, a provincial paper can get so much syndicate news matter in boilerplate from Paris that, supplemented by a bit of local copy, it will be enough to fill all the pages. In Paris itself, there are more papers published daily than in any other city in the world. Most of the 65 dailies appear in the morning. They can be subdivided into three main categories: *La Grande Presse*, *La Presse d'Opinion*, and *Journaux de Société*. This arrangement excludes the technical and special papers, e.g., the recent vogue of sport finds its literary expression daily at Paris in *Auteuil-Longchamp*, *L'Auto*, *L'Echo des Sports*, *Le Jockey*, *La Veine*, *Le Velo*, etc. In this study only the more representative journals are discussed; for practical information on the others the reader is referred to the "*Annuaire de la Presse française*" listed in the Bibliography at the end of this article.

I. LA GRANDE PRESSE

This group, often called the "Boulevard Press," resembles American papers somewhat. The circulation of the first three newspapers listed below is over a million.

LE MATIN, the chief yellow paper of France, was founded in 1884 by a disciple of William Randolph Hearst. It introduced some of the most objectionable elements of American journalism. It is very sensational, often jingoistic. Its influence is wide but not deep. It has an excellent news service

connected with every capital in Europe by a private wire. On the first page there are many pictures to accompany a variety of news, a sententious remark of a political nature in the right ear or box beside the title, and a *Propos d'un Parisien* on an insignificant matter. Almost every day it publishes under the heading, *Les Mille et Un Matins*, a cleverly written short-story with an O. Henry-like ending. It frequently gives extracts from foreign newspapers. Many of its contributors, like Gustave Lanson, Henri de Jouvenel, and Stéphane Lauzanne, are quite famous.

LE JOURNAL, with LE MATIN, is a pioneer in advertising in France. It misuses its ears by allowing a concern to advertise its products in them. On the first page one sees an editorial on a popular subject, many pictures, and local or exciting articles. Its *conte* now has little or no literary merit. The *feuilletons* contain original matter.

LE PETIT PARISIEN. With the exception of the scandalous "News of the World" weekly of London, this daily holds the record for circulation, probably as a direct result of the adaptation of American newspaper methods by the late Senator Paul Jacques Dupuy. It adopts a strictly neutral attitude in politics. The first page is devoted to local news and gives many pictures with some sketches to accompany jokes on a topic of the day. Page two usually includes an illustrated *Propos de bonne humeur*. One can also find in it two *feuilletons* edited for the first time, accounts of sports, some financial news, and many advertisements, although it uses discrimination in selecting them.

LE PETIT JOURNAL was founded in 1863 by Moïse Millaud as the first penny daily. It goes through six editions a day with four weekly supplements. It is now the property of descendants of Hippolyte Marinoni, the inventor of the rotary printing press, and is a family paper, furnishing useful articles on practical matters. Its rule is to avoid taking a stand; thus it offends nobody. In it one gets more local news and more *feuilleton* than in any other Paris paper. The first page contains many pictures with a comic cartoon, a political editorial, and current events in France. Then one finds *dernière heure* obtained over its special wire, news of sessions of the legislature, a *conte* with a witty moral, news of the races, and a financial section.

LE QUOTIDIEN, *créé par plus de 60,000 Français et Françaises pour défendre et perfectionner les institutions républicaines*, furnishes all kinds of journalistic features. On the first page one notes several pictures, *notre politique, quotidiennes* with a moral preachment, a pithy maxim boxed in, and both national and foreign news. Several articles deal with popular campaigns and invite the reader to express himself in its columns. *Le Forum* is an open forum written by readers. Page three is divided into foreign items grouped under *dernières nouvelles* and into news of France. *Le memento du jour* gives the weather report and a detailed list of meetings of the day. The paper records recent events in the literary and artistic worlds. There are also two *feuilletons*, *les courses*, financial news, theatrical notes, many advertisements, and radio programs.

EXCELSIOR, composed mostly of cuts, is the only illustrated daily in France.

II. LA PRESSE D'OPINION

A. Radical

In practice, the first of these political groups is mainly anti-clerical. Left to itself, the Radical party is not very strong but it is striving to obtain political control by renewing the *Cartel* with the Socialists.

L'ÈRE NOUVELLE, *organe de l'entente des gauches*, couches its policy of defending the proletariat against the reactionaries in a dynamic and ironical style.

L'ŒUVRE, hardly larger than a tabloid sheet, is well edited by Gustave Téry and uses its right ear most effectively. It affixes its title to different sections of the paper. The *Hors d'Œuvre*, by La Fouchardière, on page 2, is a humorous article on a popular subject; *l'Œuvre internationale*, on page 3, covers all foreign news; on page 4, *l'Œuvre littéraire* is a review of current literature, *l'Œuvre des femmes* is devoted to femininity, and *l'Œuvre des jeunes* is written for adolescents, while the radio program on the last page features *Radio-Œuvre*.

LE PEUPLE is striving to be the accredited mouthpiece of the working class.

L'HOMME LIBRE. Each day its editor, Eugène Lautier, features one of the following sections in order: art, economics, science, literature, cinema, industry, and agriculture. During the war, Clemenceau ran it as L'HOMME ENCHAÎNÉ.

B. Communist

L'HUMANITÉ is the best edited and the most important of the Communist papers. Jean Jaurès founded it in 1904 as the Socialist organ and edited it until he was assassinated, on July 31, 1914. Under the guidance of Marcel Cachin it has now become the central organ of the Communist party. After Cachin had been confined to *La Santé* for several months for inciting soldiers to disobedience, the publication of such inflammatory propaganda continued; so on October 13, 1927, its director, François Gay, was also arrested. It publishes a box which traces the history of the labor movement day by day.

LE POPULAIRE is openly sympathetic with the Bolsheviks and furnishes very instructive reports of the working classes throughout the world. It employs Léon Blum, the Socialist leader, as its political editor and Henri Barbusse as its literary editor.

LE SOIR, the only left wing newspaper published in the evening, upholds bolshevism and pacifism.

LA VICTOIRE. Its editor, Gustave Hervé, has the courage of his convictions and is the main reason for its success. His internationalism has cooled off considerably in recent years. Now he upholds national socialism and strives to have France elect an impartial president who will govern the Republic with his own Council of Experts and who alone will have the prerogative of proposing laws to Parliament subject to popular referendum and to veto by a Supreme Court.

C. Moderate

LE TEMPS is like its namesakes of New York and London in the accuracy and non-sensationalism of its news and in its appeal to people of higher culture. For sixty years it has been a highly respected journal and it now exercises such an authority as to be considered the semi-official organ of the French Foreign Affairs office. A noteworthy example of its dignity was displayed on May 10, 1927. Unlike the other evening papers, LE TEMPS alone refused to reap a financial harvest by publishing the unconfirmed report of the arrival of the aviators Nungesser and Coli at New York. Its single edition is sufficient to keep the reader well informed on all important events as they transpire. In its make-up one is struck by the total absence of balance, banner headlines, cartoons, jokes, or human interest stories, although its sheets are larger than those of any other Paris paper. On page one, column one, there can invariably be found the *Sommaire* and the *Bulletin du jour*, which is an unsigned editorial on diplomatic affairs. In its columns one finds a most comprehensive analysis of international politics under such headings as *dépêches télégraphiques*, *questions extérieures*, and *nouvelles de l'étranger*. Internal politics fall under *nouvelles du jour* and *revue de la presse*. Its short stories are written by leading contemporary novelists. The paper gives reports on municipal politics, on the parliamentary sessions, the tribunals, academic progress, social events, financial information, economics, plays, sports, with the edifying *dernières nouvelles* at the end.

LE JOURNAL DES DÉBATS was founded in 1789 and lives on its old reputation. Its counterpart is the New York "Tribune." It has no connection with the government and preserves a dignified tone both in politics and literature. Its collaborators include three members of the French Academy and three members of the Institute. It does not seek a large circulation and recruits its readers from the upper stratum. A *L'Etranger* separates the foreign news by countries, while *nouvelles politiques* is limited to French politics. One of its two *feuilletons* contains a complete short story or sometimes a review. In the items of *Il y a cent ans* one looks into the files of LE JOURNAL DES DÉBATS of a century ago. *La Curiosité* stands for auctions. The paper carries hardly any advertisements.

L'AVENIR is anxious to keep the Moderates in control of the Government and fears the rise to power of demagogues in the near future.

L'INTRANSIGEANT approaches a circus make-up in its balance. There are many illustrations throughout the paper both for the news as well as for the numerous ads. Except for a few items on international politics, the articles are all sob stuff. The literary notes of *Les Treize* on page 2 are excellent.

LA LIBERTÉ, read by leaders of industry, the clergy, and the aristocracy, shows nationalistic leanings. It contains many ads, two of which fill in the space of its ears. It publishes financial and sport news daily and prints weekly features on domestic science, fashions, real estate, touring, and medicine.

D. Royalist

L'ACTION FRANÇAISE is the organ of the neo-royalist party appealing mainly to bourgeois members of the right wing. The Vatican replied to its attack upon Catholics who support the Republic by placing the paper on the Index. Every issue contains in the right ear a plea for a return to a monarchy. Pleading a dead cause, it has assumed the negative policy of decrying democracy and of stirring up the flame of religious prejudice. It is difficult for the reader to distinguish a news item from an editorial because it aims more at spreading propaganda than at giving information. It is the mouthpiece of Léon Daudet, who wields a powerful pen in his fustian philippics. As a result of a trial occasioned by the mysterious assassination of his son five years ago, he was convicted of libel. After serving thirteen days of a five-month sentence, he escaped by a clever ruse on June 25, 1927. The sweeping statements of his caustic invectives stand out in bold contrast alongside of the clever, scholarly defense of Catholicism by the unbeliever, Charles Maurras.

E. Clerical

LA CROIX is edited by priests who treat every question from the Catholic point of view and know how to sell religion to the people. The left ear reproduces the Calvary scene while the right one contains a pithy sentence in support of the party. In the first column of the first page, *la journée* gives condensed copy of worldly events. Ads and a *feuilleton* fill the last page. The paper has a circulation of about 300,000, not counting the readers of the 104 provincial editions of it. It belongs with L'INTRANSIGEANT, LA PRESSE, and LA PATRIE to the powerful syndicate which is called *La Bonne Presse* and which is controlled by the extremely wealthy manufacturer, Paul Féron-Vrau. The same firm also publishes a daily CROIX ET PÈLERIN, a monthly REVUE DES SAINTS, an ALMANACH DU PÈLERIN, etc.

III. JOURNAUX DE SOCIÉTÉ

LE FIGARO. Its title, as well as the motto which it borrows from Beaumarchais, indicates merely a witty style and not the democratic tendencies of the creator of Figaro. It really supports the nationalistic cause. Founded more than a century ago, it is now quite prosperous under the ægis of François Coty. Its introduction of the policy of interviews and indiscretions brought upon its editors twelve duels in ten years. In 1914, Gaston Calmette was assassinated in his office by Madame Caillaux when he threatened to expose the private relations of her husband. Its influence on its readers is patent by the success of its public campaigns. Its contents are sundry with emphasis on society and the theater. The front page offers both significant and insignificant discussion. *L'Opinion des autres* stands for a digest of the French press, accompanied by long comments. The *Petit Carnet* contains additional *échos*, which follow immediately after and are printed in the same type as personal insertions. *Ça et Là* is the caption for a calendar of meetings. The items of *entre nous* advise women what to purchase. *Nouvelles diverses* correspond

to *faits-divers*. It is printed on very high-grade paper. The management also publishes four weekly supplements, including *LE FIGARO DES ETATS UNIS*.

L'ECHO DE PARIS carries out the policy of the Simonds in applying the nationalistic principles to concrete problems. It has an admirable news service both at home and abroad and publishes communications on politics, economics, and literature by famous contributors. The front page is covered mostly with serious news of political import. The editorials on foreign affairs by the well-known Pertinax are published in the first column of the *dernières nouvelles* on page three. To avoid confusion with the title of the paper, *échos* are called *ce que l'on dit*. . . . The housewife will look for *le menu quotidien*. Its digest of rival papers goes under the curious heading of *Les Idées et les Faits*. *La Vie pratique et élégante* is the title for some display ads. The paper presents its ads as a mail order catalogue would. As weekly features it covers current events pertaining to society, religion, the army and navy, colonial life, sports, science, arts, music, women, and children.

LE GAULOIS was edited until 1924 by the self-made Arthur Meyer, who incurred the bitter enmity of the Orleanist pretender to the throne. It is written in a fine style and caters to the royalist faction and to the most aristocratic element. It records events of society, parliament, the courts, the stock exchange, art, radio, foreign countries, the theater, and sports. On the inside one finds the latest news from abroad and sometimes *renseignements utiles*, which are useful to anyone who cares to follow the *déplacements et villégiatures* of subscribers.

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RAPHAEL LEVY

University of Wisconsin

A PLEA FOR MORE AND BETTER SPECIAL VOCABULARIES

SINCE considerable opposition has developed in some quarters against special vocabularies, I should like to make a plea for more of them and, what is of greater importance, for better ones. My point of view is entirely that of a teacher of German in college, under special conditions which have their origin in the anti-German feeling, justifiable or not, of the war and post-war periods. The large majority of students entering college have had little or no opportunity to acquire a knowledge of the language in high or preparatory school and so they begin their study of the language in quite a different manner than if they had started it earlier. It is then too late to present the language according to the direct method (the ideal and only correct method for schools), as the student's time has become too valuable and his purpose in learning the language has assumed an entirely different form. The value of German in pursuing advanced work should by that time have been impressed upon him; if so, the language has become merely a tool to be used in the pursuit of some branch of knowledge which is of far greater interest to him. For him, the acquisition of a reading knowledge of German in the briefest time possible has become the goal. He represents the majority of students, although there is also an element which wishes to learn the language for its own sake.

After some few years of experience in teaching German to many students with both these purposes in mind, I am willing to go on record in asserting that the best way to acquire a reading knowledge of German is by extensive use of special vocabularies. If properly taught and prepared, the student will then have laid such a solid foundation that learning the vocabulary peculiar to his own field becomes a simple accomplishment. He has now learned *how* to read German, a matter of great importance in a language of its kind. By practice he has mastered the sentence structure, the fundamental forms, the many important small words which give the real meaning to a sentence, and the stock vocabulary of verbs, adjectives, and nouns which he will meet in any literature, scientific or other. Through the special vocabulary he has been saved many hours of valuable time. There is also no

special virtue in the use of a dictionary. Of two texts, one without and the other with a vocabulary, I should always choose the one with the special vocabulary. In a language like German the student will not merely learn the vocabulary of the text in question but by intensive study of word formation (the largest factor in acquiring a reading knowledge of German) each succeeding special vocabulary becomes of less importance to him until he is ready to cast such aid aside and go on alone.

Sometimes objection has been raised to the special vocabulary on the ground that it gives the lazy student an opportunity in class to work ahead of the one reciting. This is a simple problem to solve. Let one once try the threat of an immediate change to a vocabulary-less book and the reformation will be sudden and complete.

Here, however, it is not the student who needs the saving grace of reformation, but alas! the editor. If one judges from the results, many editors seem to have assumed that the vocabulary was a piece of drudgery to be gotten through with as rapidly as possible and in the hope that it might be complete and fairly accurate and correct. By their fruits ye shall know them. It would be a very simple matter to prove this statement by an overwhelming number of examples, as a vocabulary which is both complete and accurate (in an edited intermediate German text) is a thing of such rarity as to be almost non-existent. This is somewhat due to the attitude of the editor toward the vocabulary. Rumor has it that some of our worthy colleagues farmed out the vocabulary-making to some underling at so much a page. This was said to have been especially the case with editors of the older school, although several of a later generation have confessed to the same method of procedure.

In such cases the editor should be doubly censured for all mistakes in his vocabulary. Has editing fallen to such a low estate that one becomes indifferent as to what is published under one's own name and for which one is supposed to assume the responsibility?

Personally, I believe the vocabulary of an edited text is the heart of the book and also the main justification for the existence of the editor. Here is his opportunity to show his knowledge of the language, his feeling for delicate turns of expression, his insight

into the style of the author—in short, his accurate comprehension of the text with which he is dealing. Notes are a mere filling of space as compared with this problem. Had most editors taken such an attitude toward this feature of their work, the present day vocabularies would not be so full of glaring mistakes for which one has every right to assume ignorance as the underlying cause. If one should give in detail such a list (and a long one it would be), culled from the standard edited textbooks, it would be but a just punishment for those who have refused to assume the responsibilities of their office. Some are so absurd that one can but wonder at their existence. Literal for transferred meanings, definitions which are inane when applied in translation, dictionary meanings which have no bearing on the text in question—these are some of the failings of many special vocabularies. Some vocabularies are fond of aping an English which surely is not current in this country. Look up German *Stiefel* in special vocabularies. American students are accustomed, I believe, to putting on their shoes, whereas this word is practically always given as “boot.” Furthermore, such squeamishness is sometimes displayed that one begins to question whether one is living in the twentieth century. Let the student swear as heartily as the character in the text and do not let him get the false idea that foreigners are very mild in their oaths. It is unfair to the author to make him say something other than he intended to convey. Let him speak out loud or maintain a discreet silence.

An ideal special vocabulary, therefore, should first of all be absolutely correct. The definitions should give both the usual meaning of words and then, if necessary, follow this up with the meaning used in the text. The matter of completeness may still be a debatable one, but until we can all agree as to what may be presupposed and what not, let us be on the safe side and present the vocabulary in full. Selected vocabularies make, it seems to me, a much more interesting subject for debate than special vocabularies.

Once the student has acquired his foundation vocabulary, then we may throw the special vocabularies aside. But not in order to thumb the pages of a dictionary. No, only when students can read real literature almost at sight, looking up at most two or three words a page. The enjoyment of the language then begins. Who

edits the texts is then a matter of indifference. The teacher can supply the missing information himself. A text from Germany, with or without notes, is as welcome as that of an American editor. In a course on the drama of the nineteenth century, for example, the works of the more modern authors are readily accessible. The student feels that he has acquired some German when he carries around with him a real German book. In modern literature this plan is always feasible. With the classics the point of view changes. Notes are then welcome, and the necessary historical perspective must be given. One of the articles of my pedagogical confession of faith has always been that students should not read the classics until they can do so with enjoyment. Schiller's *Tell* has for me never recovered from the first distaste for it acquired as a youngster through hours of drudgery. And yet, I understand that *Tell* even now frequently follows *Immensee*! So the sun does not always move.

My plea, then, is for a reform on the part of editors with regard to their vocabularies. We who use your books judge your knowledge of German therefrom. If they are not representative, then the onus of responsibility falls on you. So let us have more and more vocabularies for intermediate work (two years of present day college) and, pray, make them better.

ROBERT BRUCE ROULSTON

The Johns Hopkins University.

THE DAY AFTER A VACATION

HOWEVER much short vacations may refresh the teacher and restore his enthusiasm, the student seldom faces his first day thereafter in any other spirit than one of weary reluctance. His mind has for a time escaped all sense of responsibility concerning a knowledge of declensions, conjugations, word order, and idiomatic constructions; he is physically tired from the social round of the holidays and the trip back to college; and having returned to the "grind" at the last possible moment, he has had no time to prepare his lesson, and is weighed down by the necessity of putting up a bold front or of inventing an excuse adequate to the occasion. With twenty or thirty minds each in the same state of torpid indifference, to make a success of any lesson assigned requires no less than teaching genius. Not possessing this triumphant quality, I have worked out some substitutes for the genius which seems conspicuously absent on days after vacations.

Every teacher of German knows how circumspectly we must tread the straight and narrow way leading, for instance, with elementary classes, from the declension of *der* to the subjunctive of indirect discourse, and never give more than a passing glance into any of the fascinating bypaths which beset our course and are a constant temptation to nonpedagogical wandering. It is in pursuing one of these, and assigning no lesson at all, that I find solution for the problem offered by the day after a vacation.

One such bypath lies in the direction of one's own personal experiences while traveling in the magic land whose language we teach. How often odd and colorful incidents come to mind when we are doing routine teaching! We must not stop, however, to tell any one of these (although in so doing we should fascinate the entire class into active-minded attention), for in such case it would be necessary to omit *Exercise D*, and this of course would never do! But for off days, such as days after vacations, how pleasant to jot down a few notes, and with the help of some postcards, or a handful of snapshots, have a happy talk with students whose initial desire to study the given language, in many cases, goes back to glimpses of just such foolish, strange, and romantic things as these, and for whom rules of grammar are but a dreary means.

Happily they may gain will and courage to attack successfully next day the intricacies of the separable verb, the elaborate soliloquy of the "silent" Wilhelm Tell, or a dry chapter on the dearth of German literature in the seventeenth century. I have known it to happen.

For a class in grammar and composition, I once copied on the blackboard a story of some length into which I introduced as many mistakes as possible in word order, case endings, tense forms, idioms, etc. I think I succeeded in incorporating all of the most frequent and most glaring errors into which these particular students were most prone to fall. It was their task to recopy the story in as correct form as possible and later compare with the perfect original. "Very poor pedagogy!" my colleague in the College of Education assured me; but I couldn't see it. Those students in their own compositions had certainly seen these incorrect forms often enough before (I had!). The damage was already done, and they couldn't be further injured by scrutinizing the same things fearful of a trap. Anyway, from my point of view, the lesson was a success. An unusual number of the class lingered after the bell rang, some to argue a bit under the guise of questions, some to explain to one another just how they came to overlook this or that and slip into error, others to congratulate themselves on some happy thought which saved them from imminent disaster.

Another exercise which I found helpful and amusing, and which requires no effort at preparation on the part of the student and but little on the part of the teacher, is the reading aloud of a collection of anecdotes. These should be quite simple, short, and readily grasped. They may be gathered easily from various Readers, and the same collection may be used in different ways for different classes. I read each anecdote twice, and then designate a particular student to give it back to me, in English if in a first-year class, in German if in a more advanced one. How attentive the listeners are, and how quickly they report any mistake in understanding or omission of pertinent fact!

For a class in Scientific German I have sometimes prepared a list of one hundred compound words selected from scientific articles studied by them in previous weeks. Such words as *Eiweissstoff*, *Fernsprecher*, *Schiesspulver*, abound and are very stimulating for study. With such a list before him, dull is the student who

cannot employ himself happily for three quarters of an hour with the problem of analyzing words. Then one of the best students is given the pleasant task of reading aloud his results (which are corrected as he goes along), while the others mark and evaluate each other's papers. This exercise never fails to provide a pleasant and profitable hour.

A vocabulary match for a second-semester class in the first year has proved a happy solution of what to do the day after a vacation. As in the old-fashioned spelling match, two captains are selected. These choose the other members of the class in turn, forming two rows one at either side of the room. Each group then elects its best man "watch." English words to be rendered into German (or *vice versa* for the sake of variety) are pronounced back and forth between the two rows. If a word is missed, it is the duty of both "watches" to try to seize it first and give it correctly. If the word is missed by Student A, row number one, and the "watch" in the same row succeeds in capturing it first, Student A remains standing; but if the other "watch" gets it first, he must sit down and can no longer participate. The only trouble with this exercise is that interest sometimes becomes a little too intense. The last time we had it, I felt it necessary to remind the class that an irate Latin professor might be expected in any moment from the next room if there were not less "rooting." Vocabulary drill is always good and when mixed with a little fun as valuable as any.

In a fourth-semester class I sometimes have what I call "laboratory composition." My class room is furnished with movable chairs. I push the table to the center of the room, and for the students' use put on it dictionaries, composition books, etc. The students arrange themselves in a wide circle about it. On the blackboard I give the topic upon which they are to write, and in addition an outline of suggestive subtopics. Then I circle about, representing as best I may "an ever present help in time of trouble." At such times I have been able in this way to do some very valuable teaching as to the use of dictionaries and reference books as well as to the cultivation of a suspicious habit of mind toward ever lurking idioms.

For a second-year class which is still having a hand to hand struggle with the more elementary principles of German grammar,

I have found the reading aloud of Mark Twain's "The Awful German Language" an amusing and heartening thing to do. Young men enjoy this particularly and seem to think if Mark Twain could get such a "kick" out of studying German, why not they? Certainly the whimsicalities of the language have never been any more amusingly pointed out. The article in question, as perhaps every one knows, forms Appendix D to the "Tramp Abroad."

Indeed countless are the devices which may serve to lighten the gloom of the day after a vacation. There may be conversation lessons based on the narration of holiday experiences recently enjoyed. The most shy will usually come out of their shells, finding themselves tempted to add their bit when lively, personal *Erzählungen* are flying about. Again, needed drills may be given, both written and oral, but given informally and by no means to "count" as to future grades or standing; for deservedly low is the estimation in which a teacher is held who gives "tests" the day after vacation. Without question he is the reincarnation of a *Folterknecht* in whom there are no bowels of compassion.

And thus, as it seems to me, the day after a vacation need not necessarily be one of gloom and discouragement to the student and chagrin to the teacher. If no assignment has been made, the class assembles full of good nature, and willing and ready to fall in with any plan the teacher has for it; and every teacher knows how much this means toward the success of the hour. To be sure none of the devices detailed above, or others which may readily come to mind, serve to get ahead in the text book; but after all is it not better to remain at a standstill in the text rather than progress "like a crab backwards" so far as the interest and pleasure of the students in the work is concerned?

MAUDE CRYDER MATTHEWS

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THE TRAINING OF THE MODERN FOREIGN LANGUAGE TEACHER

It is universally recognized that one of the remedies for some of the defects of our present language teaching lies in the improved preparation of those who are to teach foreign language classes. In a recent number of the *Journal* (October 1928), Professor C. M. Purin set forth the general principles that should underlie a reformation of our teacher-training, and the objectives which such training should endeavor to attain.

It will perhaps interest many readers, and it might lead to similar action in other states, if we print here the recommendations submitted by a special committee to the Wisconsin Association of Modern Foreign Language Teachers and ratified by that body at its recent meeting in Milwaukee.

EDITOR'S NOTE.

1. AS FAR as facilities permit and local conditions warrant, foreign language groups in liberal arts colleges should, jointly with the Department of Education, organize curricula and courses specifically intended for the training of teachers of modern languages.

2. These curricula and courses should be placed in charge of a member of the modern language department who is thoroughly conversant with the American high school, preferably one who has had actual high school experience, and is familiar with modern educational theories.

3. In addition to two years of high school preparatory work in a foreign language, students preparing to teach that language as a principal or major subject should take in college a minimum of 30 semester hours in the language.

The following distribution of time is suggested for the college training:

A. *Language*—16 hours—to be apportioned among oral composition, written composition, phonetics and grammar review. It is recommended that the grammar review be taken in the last semester of attendance.

B. *Literature*—14 hours—Emphasis to be placed upon the great earlier classics and upon the most eminent writers of the 19th century.

Since the character of the second-year foreign language work in college varies from institution to institution, it is for the language departments of these institutions to determine to what extent this second-year work (following two years of preparatory work in the high school or one year in college or an equivalent) is to be included in the 16 hours of language or in the 14 hours of literature.

It is highly desirable that in addition to the required 30 semester hours prospective teachers should be urged to elect courses in the history of the foreign country and its civilization, and in the history of the foreign language.

4. Students preparing to teach a foreign language as a secondary or minor subject should be required to take a minimum of 20 hours of college training in the language, in addition to two years of preparatory work in the language in the high school, at least 12 hours to be allotted to language courses and the remainder to courses in literature.

5. On the same two year preparatory basis, a student whose major does not lie in the modern foreign language field, but who is preparing to teach one of the modern foreign languages as a minor subject, should be required to take considerably more than 20 semester hours of college work in the language. He should take approximately 26 semester hours, of which 16 hours should be devoted to language courses and 10 hours to literature.

6. An oral command of the language adequate for classroom purposes should be required of all prospective teachers of modern foreign languages, whether they intend to teach them as principal (major) or as secondary (minor) subjects, and foreign language departments should recommend for teaching positions only those candidates that possess an adequate oral command of the language.

7. Courses in tests and measurements, in the psychology of modern foreign language learning, and in observation and practice teaching should be included among the courses in Education designated to meet the state requirement in Education, and ample provisions should be made to give the students preparing to teach opportunity for observation and practice teaching.

8. Our State Department should be urged to discontinue the practice of issuing so-called blanket certificates and to issue instead certificates specifying the subjects in which the candidate has received adequate preparation.

9. The committee heartily approves of the policy of school boards, who, by such arrangements as leave of absence on part pay, encourage their modern foreign language teachers to advance in their profession by attending higher institutions of learning either at home or abroad. Equally commendable is the practice of school boards to grant salary increases for creditable graduate work in

foreign language done at the summer schools of our colleges and universities. If it is found necessary, educational organizations and administrative bodies in colleges and secondary schools should be asked to exert their influence upon the state legislature to have permissive statutes enacted giving to school boards the right to grant such leaves of absence to teachers for purposes of additional training.

10. The Committee hopes that more modern language departments in colleges and universities will follow the practice of arranging with foreign universities for a year's stay and study abroad of American students who are preparing to enter the field of modern language teaching, and that adequate credit will be accorded for work done abroad, during the academic year as well as during the summer months, in all cases where such work is carefully planned and properly supervised.

11. There is considerable evidence for believing that more effective work in modern foreign languages is done in school systems that are properly organized and properly supervised by experts in modern languages. The Committee urges that all school systems and the State Department of Education, if in a position to do so, appoint supervisors of modern languages who are specialists in that subject. If this were done, many of the complaints about inadequate results in modern language teaching might be eliminated.

LOUIS C. BAKER, *Lawrence College, Appleton*

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Correspondence*

"DEL QUE" AND "DE LO QUE" IN COMPARISONS

To the Editor of the Modern Language Journal:

One of the most difficult features of Spanish syntax which confronts teachers is the explanation of *del que* (*de la que, de los que, de las que*) and *de lo que*, as required in comparisons when the second element of the comparison is a clause. This apparently complicated construction may be explained quite logically and satisfactorily, however. The starting point is the statement that every transitive verb in Spanish, with but few exceptions, requires a direct object. Thus, if the sentence "I have more money than you have" is translated literally into Spanish, *Yo tengo más dinero que Ud. tiene*, the defect is apparent at once—the second verb has no direct object. To eliminate this defect, the natural procedure should be to give it, as a direct object, the demonstrative pronoun *el*, which agrees with *dinero*, a noun implied, but not expressed, in the second clause. The revised sentence, including the relative pronoun required by the addition of *el*, then reads, *Yo tengo más dinero que el que Ud. tiene*. To avoid the cacophonous repetition, the first *que* is changed to *de*, giving the following sentence, *Yo tengo más dinero del que Ud. tiene*.

As proof of the change of *que el que* to *del que*, one might cite examples of the former occasionally found in reading, also the following statement from the "Gramática Castellana" of Bello and Cuervo (par. 1016), referring to several sentences in which *de lo que* and *de los que* are used: "*que lo que o que los que no hubiera sido impropio o extraño, pero se prefiere la preposición como más agradable al oído.*"

WILLIAM WILSON

University of Washington

A REPLY TO MAXIMILIAN RUDWIN

To the Editor of The Modern Language Journal:

While I was in Europe, and making the best of my opportunities there, I sometimes read American news hastily. So it happened that I did not notice the reply of Mr. Rudwin to my

* The Editors welcome short communications on topics of interest to our readers. Please send such items to the Managing Editor.

review of his *Bibliographie de Victor Hugo*,—a reply published Dec. 1927. A friend has just called my attention to it

I certainly owe an apology to Mr. Rudwin for having said that his Bibliography did not contain Vicaire's *Manuel de l'Amateur du Livre au XIX^{me} Siècle*—since it appears on the very first page. I offer this apology very cheerfully.

But I do not consider Mr. Rudwin quite innocent yet. I remember perfectly well taking up the pamphlet after writing my criticism to make sure that Vicaire really was *not* there. But of course I looked where I think most people would have looked for it, namely among the books dealing with the Nineteenth century, on the page where Mr. Rudwin had listed the books referring to that period, which begins with "Bibliographies et Recueils." And it seems to me that I was justified in looking for it there, since Mr. Rudwin himself elsewhere actually does adopt the arrangement by "époques."

As to the "Morceaux Choisis" I confused nothing; I was referring to such entries as *La Couronne poétique de Victor Hugo*, or the collection of various passages from Théophile Gautier on Victor Hugo mentioned on page 21.

Many other points are discussed by Mr. Rudwin; but I am content to let the interested reader draw his own conclusions.

ALBERT SCHINZ

University of Pennsylvania

GENERAL LANGUAGE—A COURSE FOR LANGUAGE MISFITS

To the Editor of the Modern Language Journal:

It is a conservative statement, I think, that of all high-school problems the one of misfits is the most deplorable and the least easily solvable, and that in the majority of cases the parent is the 'lion in the way'. For instance, Mary Brown's elementary school record, not to speak of her I.Q., clearly shows that she would never in the wide world get through French I; yet she is allowed to get into it. In such a case the teacher's expert judgement is overruled by the hope-built decision of the parent. He's a tax-payer in this free country, isn't he? Besides, the child is his anyway.

The situation has become somewhat ameliorated since the establishment of rapid and slow classes, but, as we all know, there

is still much to be desired. A closer approximation to a ready solution of the problem has been reached in the William Penn High School, where General Language classes take care of the weakest of the 9 A's who just *will* take a language. A little over a year ago we secured the permission of the Board of Education to institute this course, and the results amply justify its continuance.

In the first place, exactly what does it offer? The answer can hardly be as brief as that made by a teacher in another department in an attempt to enlighten a friend who knew even less about it than she did, "Oh! General Language is a sort of *tutti frutti*." In General Language the student learns first about prehistoric man, the beginnings of speech, picture writing, and the main divisions of the Aryan family of languages. This material and that which follows is presented in the simplest terms and in such a way as to arouse interest by building on what rudimentary interest, general information, and mental capacity are already there. Use is made continually of anecdotes, pictures, and suitable realia.

After the introduction to the course, the student learns what Greece stood for in European civilization, the names and deeds of several great Greeks, and a few of the commonest Greek roots in our language. Roman civilization is treated in the same way; then comes a survey of the building up of the English language. For the next few weeks the class visits Italy, France, Spain, and Germany. At last they are ready, eagerly ready, to study their chosen language, which they do at their own speed. It is, to be sure, a ridiculous minimum that they acquire, but it would be even less if as much stress were laid on grammar as must be done in the regular language classes.

The General Language groups are made up before the arrival of the incoming class. The basis for selection is, of course, the elementary school record and the I.Q. Rarely do these lead us astray, but we are on the alert for exceptional cases. A student who does outstandingly good work in the first term of General Language is placed in a regular language class, a slow section usually for the second semester.

The question of units for entrance into higher institutions will never arise and confront us, for altho many of these students have rosy hopes of a professional future, they will never succeed in winning even a high-school diploma. What chances are there

for a child who after two weeks spent in Italy, in which period she has become acquainted with seven or eight of the principal cities, writes this, "Four cities of Italy are Milo, Venus, New York, and Italy?" It is only by the grace of her eighth grade teacher that she is in high-school at all. Or what of the student who writes, "From the Alhambra we get a view over the whole city of Spain?" As for the flagrant errors in spelling and grammar, they are such as to astound the teachers of English whose compass does not include these 9A students.

Chief among the beneficial results of the General Language course are: that the regular classes are relieved of the too-heavy ballast with which they used to be weighted, and that the less well equipped students are given something worth carrying away which they *can* carry away. There is no room for doubt that they do so, and with pleasure, in the face of representative expressions of opinion such as these: "I didn't have the idea that men used to make noises like animals. It is very strange how we have so many different languages now." "The part that I enjoyed most was how writing came about and how people began to speak." "Such a wonderful way in which the English language came into existence!" "It is interesting to know the way people act, dress and talk in different parts of the world." "It holds you still in your seat to listen to the recitation of any of your classmates." "I wish the bell would never ring."

If the type of student who is now cared for by General Language were in a straight language class, the last state of that student would be worse than the first.

ELIZABETH BREAZEALE

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Notes and News

NOTE: Readers will confer a favor on the Editor by calling his attention to matters suitable for inclusion in this department.

Changes in the personnel of Language Departments, developments in education affecting the modern languages, meetings of language teachers—these are of particular interest to our readers; but there are many other happenings of which language teachers would doubtless like to be informed. Please send all such communications to the Managing Editor.

Deutsches Haus, headquarters for the advanced study of the German language and literature, is to be reopened at 423 W. 117th Street, New York. The director is Professor Frederick W. J. Heuser of Columbia University. We hope the new establishment will continue and improve on the fine traditions of its namesake and predecessor.

International student exchange is now being maintained with seven countries: Austria, Czecho-Slovakia, France, Germany, Hungary, Italy, and Switzerland. The Institute of International Education is prepared to organize exchanges with other countries when the necessary conditions, especially financial, are met.

Five *postes d'assistant d'anglais* and two *postes de répétiteur d'anglais* are being filled this year in France by graduates of American colleges, the appointments having been made by the French ministry of public instruction. The incumbents, with their locations in France, are as follows: Franklin K. Guthrie, Ohio State, Roanne; H. H. Thomas, Trinity, Bourges; Robert C. Taliaferro, Virginia U., Rochefort; Edward P. Morland, Stanford and California, Versailles; Edward D. Warren, Miami, Orleans; all these five are in *lycées*. The remaining two hold positions in *écoles normales*: David T. Row, Wisconsin, Gueret; Delbert L. Gibson, Wisconsin, Limoges.

"Noticias" (the title seems to us a little colorless) is a new-comer on our exchange desk. "Publicación mensual, sección de Español, Departamento de lenguas modernas, Emporia, Kansas." This is a four-page affair, printed in three columns on a page about 12×8, without illustrations. The editors appear to be students, and the contents consist largely of news of the school and locality.

Signal honors from abroad have come to two American scholars this fall, in both cases for distinguished service in the advancement of European culture in the United States. Professor **A. R. Hohlfeld** of the University of Wisconsin has been appointed "ausserordentlicher Senator der Deutschen Akademie in München," and Professor **William A. Nitze** of the University of Chicago has been decorated by France as Chevalier of the Legion of Honor. The editors of the Journal take pleasure in congratulating both colleagues on these well-merited distinctions.

The A. A. T. F., we are now informed, already numbers nearly 2000 members and has formed 15 chapters. At this rate it will soon equal or surpass its older sister organization the A. A. T. S.

The *Fédération de l'Alliance Française* now has invested funds amounting to \$55,560.

A French library totalling some 1000 volumes has been donated to the University of Southern California by Mr. Lucien N. Brunswick, president of the Alliance Française in Los Angeles.

Vocabulary analysis of elementary texts is likely to become more frequent and more searching, in the light of the frequency counts which the Modern Foreign Language Study has made available in French, German, and Spanish; possibly idiom analysis and even grammatical analysis will follow suit. In this connection we call attention to Professor Keniston's review (in this number) of the new editions of *El Abencerraje*; his vocabulary analysis should prove truly enlightening to prospective users of these books.

Ability vs. credits in modern languages—ancient ones too, for that matter—is a topic that deserves wide discussion and should eventually lead to action. (See the editorial comment on this matter in the *Teachers Journal and Abstract* for November.) The growing interest in new types of standardized test should in time result in the creation of very accurate and usable instruments for the measurement of language mastery, with the aid of which we might hope to set a standard for college graduation based not merely upon the accumulation of so many semester or quarter hours of study, but upon a well-rounded ability at the time of examination. Perhaps the first step in this direction, certainly a desirable measure in any case, would be the determination of what constitutes a reasonable standard of achievement at the end of each high school and college year of foreign language study, as measured by some standard test or tests. Is it premature to suggest that the National Federation of Foreign Language Teachers take the initiative in this important matter?

Sterling Fellowships for Research at Yale University are awarded primarily to such persons as already have the Ph. D. degree or an equivalent, but may be awarded to other advanced students who propose to devote substantially all their time to investigation. Stipends range from \$1000 to \$2500 or more. Applications must be submitted by March 1, addressed to the Dean of the Graduate School, on blanks to be obtained from him.

The **concours oratoire** is a device for bringing collegiate institutions of a given locality into collaboration, and is being tried out this year by the French departments of Boston University, Boston College, and Tufts, the first meeting having been held on December 5. Two representatives from each college spoke for ten minutes on subjects of their own choosing, prizes being awarded

the three students who proved superior in pronunciation, development of subject, and delivery. A social and musical program was included in the proceedings. This seems a suggestive idea for other large cities which house a number of colleges, as also for departments other than French.

The **training of college teachers** is a problem of great complexity and no little difficulty, but its urgency is coming to be felt more and more. We publish in this issue the resolutions adopted by the Wisconsin Association of M. F. L. T., and we also call attention to a report by M. E. Haggerty of the Univ. of Minn. on "Occupational Destination of Ph. D. Recipients," in the *Educational Record* for October 1928. He writes in part, "In view of the fact that teaching is the predominant occupational destination of Ph. D. recipients it is pertinent to inquire what the graduate schools are doing to prepare students for their future business. . . . Practically nothing is done by way of specific instruction for the business of college teaching, and there is evidence of hostility on the part of some graduate schools to such instruction."—Note further the article by F. Thomas Beck in *School and Society* on "Preparing the College Graduate for High School Teaching." Mr. Beck pleads especially for a well-organized plan of supervised practice teaching. (It is along this line, by the way, that the European secondary school system has done such remarkable work.) He admonishes schools of education that the teaching candidate should above all be master of his subject, a point on which language men feel inclined to insist with special emphasis.—Finally, we note from the *Bulletin of the A. A. U. P.* the appointment of a committee by the American Council on Education to assemble and collate information and opinion on the enlistment and training of teachers. "What Does a College Teacher Do?" is the suggestive heading of this item, implying also the question, "and how does he learn to do it?"—There is hardly any subject, we think, which profits more from good teaching, or suffers more from bad teaching, than a modern foreign language, with its requirement of speech mastery on top of everything else. Language teachers should take a particular interest in these plans for improving the quality of our teacher training system.

Engineers forsake the study of foreign languages; such might be a fair summary of the contents of Bulletin no. 13 of the Society for the Promotion of Engineering Education. On the basis of a questionnaire, the editors conclude: "Taken as a whole, the formal and informal opinions do not seem to place a value on the foreign languages which would justify their general retention as required work. *A thorough reading knowledge of at least one language other than English* (italics ours) . . . would seem to meet with general approval. Little can be said, however, in favor of scattering the student's effort among a number of languages

without fair mastery of any." More and more, it would seem, we language teachers are being forced into an educational policy which will envisage some reasonable mastery of *one* foreign language as a goal of paramount importance. Unless our average students can go out with a usable tool in their hands, we shall eventually have to put up the shutters.

American vs. European student, which is superior? An opinion on this point is given by Federico de Onís, once of the University of Salamanca in Spain, now and for the last eleven years head of the Spanish department at Columbia University. The American desires not to appear brilliant, or even different, says this observer. (We suspect it is rather the latter.) There is a prevailing dread among American students of being conspicuous because of intellectual attainments or exceptional qualities. (Because it brings no distinction in the eyes of fellow-students.) On the other hand, the American student has a remarkable ability to concentrate on a given subject and to accomplish a vast amount of work in a short time; also a capacity for sticking to a mental job until finished. On the whole, the American student more than holds his own.

An **exchange fellowship** between Centre College and France has been provided with the assistance of the French government. Professor J. Turret of Aix-en-Provence is now teaching in Centre, and Professor J. McCurdy of the Romance Language department of that school is teaching somewhere in France.

The American German Student Exchange has now been in existence for five years, and has shown remarkable progress, according to figures made public last November by the Institute of International Education. In the year 1924-25 there were 14 Germans studying in the U. S., and no Americans in Germany; this year there are 48 Germans in America, and 41 Americans in Germany. In most cases the universities provide fellowships which cover tuition, board, and lodging; stipends and other assistance are donated by interested private individuals, and administered by the Institute. Applications for these fellowships must reach the Institute before February 15.

The late **Henry Alfred Todd** of Columbia University is to be honored by the publication of a collection of some forty articles and tributes by friends, colleagues, and former students; these will be published in two volumes this year. Among the contributors to the volumes are Menéndez-Pidal, Pio Rajna, J. Anglade, G. Girot, C. H. Grandgent, F. Boas, F. M. Warren, L. H. Gray, H. C. Lancaster, F. de Onís, and the articles cover the field of Romance and general Linguistics and Literatures. Orders are to be sent to Dr. P. Taylor, 400 West 119th St., New York.

Two prize contests are announced by *Das Deutsche Echo*, one for teachers of German, the other for students of German. The prize in the former case is a free trip from New York to Germany

and back; the first prize for students is \$100, the second and third prizes are very handsome and desirable books. The final date for mailing the prize essays is March 1, 1929. For all further details, write at once to B. Westermann Co., 13 West 46th St., New York.

ILLINOIS MODERN LANGUAGE ASSOCIATION

The Illinois Modern Language Association met as the Modern Language section of the Illinois High School Conference at the University of Illinois on Nov. 23rd. The Modern Language Exhibit, a popular feature of the meeting which was begun last year, was explained by its director, Mr. J. M. Harvey (University High School, U. of Ill.) Prof. Harry Kurz (Knox College) described the new organization, *American Association of Teachers of French* and its organ *The French Review*, calling his paper "A Vital Message to Teachers of French." Miss Ruth Maxwell (Oak Park H.S., Chicago) spoke on "The Uses of Dictation" and Miss Della Thompson (Evanston Twp. H.S., Evanston) delighted the assembly with her "Byways of Spain." Prof. Stephen E. Bush (U. of Iowa), in a paper which he termed "heretical," attacked overemphasis on phonetics in beginning classes of French. The discussion was warm.

At the noon luncheon ninety-two persons heard short talks: in German by Miss Ida Jahle, in Spanish by Miss Elena Marchant, and about Italy by Miss Edith Welch, all of the U. of Ill. Prof. Bush gave in French an interesting account of some of his experiences in France.

The whole afternoon session was given over to the discussion of measurements of foreign language training, by members of the U. of Illinois faculty. Prof. Albert W. Aron (Dept. of German) discussed "Measuring Reading Ability in Modern Foreign Languages." Dr. Olaf K. Lundeberg (Romance Languages) described his research toward objective measurement of oral and aural abilities in "Testing Achievement in Foreign Languages as to Speech and Audition." Dr. James B. Tharp (Rom. Lang.) reported the results of a study of the marking habits and standards of achievement among the teachers of French of the State of Illinois in his paper "Examining Knowledge of Foreign Language Grammar." Prof. Charles W. Odell, Assistant Director of Educational Research, author of "Tradition Examinations and New Type Tests" (Century), explained "The Application of New Type Tests to Measurements of Foreign Language Training."

The officers for 1929 are: Pres.—C. A. Williams, U. of Ill; vice Pres.—Ruth Maxwell, Oak Park H. S.; Sec.—Ellen Borchardt, Pontiac; Treas.—Della Thompson, Evanston.

JAMES B. THARP

University of Illinois

SOUTHERN CALIFORNIA

Fall meeting, Univ. of Cal. at Los Angeles, October 27. German section presided over by Mrs. Alice L. Gillmann, Fremont High School, Los Angeles. Spanish section presided over by W. F. Rice, Univ. of Southern Cal. Discussion of "The Extensive Reading Method." French section presided over by Alice Hindson, Polytechnic High School, Los Angeles. Address on "La fusion des arts: idée romantique réalisée dans la littérature contemporaine," by Jean Gontard, Univ. of Cal. at Los Angeles. Luncheon at 12:15, followed by a general session with the principal address: "The European Standard of Language Mastery," by Jean Gontard.

A. B. FORBUSH

MIDDLE STATES AND MARYLAND

The Association of Modern Language Teachers of the above named region convened at Atlantic City High School, N. J., Dec. 1, 1928, with President A. E. Zucker, Univ. of Md., in the chair. The proposed amendments to the Constitution, as printed in this Journal for May 1928, were adopted. The following papers were read: "True and False Tests for Outside Reading," Eunice R. Goddard and Mme Louis Seibert of Goucher College; "A Resumé of the Modern Foreign Language Study," J. P. Wickersham Crawford, Univ. of Penn.; "The Course of Study," Margaret Hudson, West Philadelphia High School for Girls; "The Spanish Word Book," W. A. Beardsley, Goucher College. Officers for the coming year: Pres., Francis Lavertu, Hill School; Sec.-Treas., Merle Protzman, Univ. of Md.

EUNICE R. GODDARD

Personalía*

Antony Constans, Ph. D. Harvard, has been appointed professor of Romance languages at Birmingham-Southern College.

Edward B. Ham has transferred from Harvard to be research assistant in Romance languages at Princeton. He is working with a group of professors who are editing the "Roman d'Alexandre."

Sidney Barlow Brown has gone from Bates College to the University of Arizona as associate professor of French.

* These personal items are hard to get, but often of wide interest. Readers will confer a favor by informing the Managing Editor of new appointments, transfers, publications (not textbooks), and the like.

Mary E. Thompson, A. M. Iowa, has been appointed instructor in Romance languages at Allegheny College. She replaces **Sophie Anna Bachofen**, who has gone to the University of Chattanooga.

W. Meyer-Lübke, the celebrated German specialist in Romance philology, is visiting professor at Johns Hopkins University.

G. B. Roessing has transferred from Pennsylvania State College to Rutgers.

Margaret Pitkin, B. A. Swarthmore, Ph. D. Chicago, has been appointed instructor in French at Swarthmore.

Felix L. Wittmer has transferred in to Washington and Jefferson from the University of Illinois.

L. W. Rogers is on a year's leave of absence from Washington and Jefferson, studying at the Sorbonne, Paris.

Blanche Crawford, instructor in French at Swarthmore, has retired from active teaching on account of ill health.

William F. Falls has transferred from Vanderbilt University to the Romanic Department of the University of Pennsylvania.

Hans Nordewin von Koerber has transferred to the University of Southern California as lecturer in German. Dr. von Koerber has had extensive and unusual experience as traveler and lecturer: in 1905 he accompanied an ethnographical expedition to Central Africa; in 1909 he prosecuted ethnographical and linguistic research in Siberia, Central Asia, West China, and Tibet; in 1911 he lectured on Tibet and the Tibetan language in Marburg, Germany; in 1921 he carried on linguistic research in the Dutch East Indies (Java, Sumatra, Borneo); in 1924 he lectured on comparative religion in Stralsund; in 1925 he was professor of Oriental linguistics at the University of Amoy, China; since then he has been lecturer in German and French at the University of the Philippines.

Mrs. Ruth Baker Day transfers from Occidental College, Los Angeles, to the Univ. of Southern California as instructor in German.

Arthur Silas Wright, Professor of Modern Languages at Case School of Applied Science from 1893 to 1924, since when he had retired from active teaching, died December 3 at the age of 70. He was the editor of a German Science Reader and of a number of translations from the German.

Gustav Gruener, chairman of the Department of German in Yale University, died very suddenly on December 5 at Providence, R.I. Professor Gruener held the Leavenworth chair of German language and literature, and was universally respected and beloved by faculty and students. He was 65 years old.

Carl Schlenker, chairman of the Department of German at the University of Minnesota since 1914, died quite suddenly about the first of December, at the age of 59. In a testimonial issued by the university faculty, his winning personality is especially

emphasized. Mr. Schlenker had also taken a keen interest in the establishment of an honor society for students of German. The chairmanship vacated by his death has been transferred to Professor **Samuel Kroesch** of Minnesota.

Frank Otis Reed, chairman of the Romance Language Department at the University of Arizona, died at Tucson on December 7, after an illness of two days at the age of 52. Professor Reed was for many years a member of the faculty of the University of Wisconsin, and had been at Arizona since 1922.

Among the Periodicals

"**Books Abroad**" completes with the October number, which has just come to hand, the second year of its useful existence, and we take pleasure in congratulating its editors once more on the vision which led to its inception, and the skill which has marked its continuance. We look forward with great interest to the first number of volume three, which we understand will show marked changes over the present format and style. The October number, which contains 96 pages gross, about 92 pages net, begins with a thoughtful little article on Rev. John Rothensteiner, "A Poet of Two Worlds," and then features three longer reviews of important books. The rest of the number corresponds to the practice of the past, with very brief notices of recent foreign books. *Books Abroad* can be had gratis by writing to the University of Oklahoma, where it is published.

The *French Review* opens its second year with the October number, a very substantial and interesting one. The present writer, who claims no profound knowledge of the French language, was not a little intrigued by the seeming contradiction between two stimulating articles in this number: Harold Callender, writing on "The Changing French Language," points out, with an impressive array of examples, that present-day French is not only no longer what it was (perhaps, as the editor of *Punch* once confessed with regard to that celebrated purveyor of wit and humor, "it never was"), but is rapidly growing more and more "incorrect." "What sometimes betrays the foreigner in France," he says, quoting M. Henri Bauche, "is the fact that he speaks French correctly." On the other hand, there is an equally well written and apparently well documented article by G. M. Kelly on "French, an Instrument of Precision." Doubtless the two points of view can be reconciled, and we suggest that the *French Review* give this whole matter some further airing. After all, the question of what French, what kind of French, should be taught on this

side of the Atlantic must be affected to some degree by the kind of French that is spoken on the other side.—Other articles of interest in this number are: "Test Forms for Classroom Material," by Florence M. Baker, who gives a large amount of very practical hints and suggestions to teachers who wish to try the newer forms of tests; "The International Phonetic Alphabet in the Classroom," by Philip H. Churchman, who wishes a phonetic alphabet for teaching purposes that would shake off the shackles of the I. P. A.; and "Organization and Educational Objectives of French-American Educational Correspondence," by A. I. Roehm, who has been engaged for years in fostering educational correspondence between American pupils and those of other lands.—The November number of the same periodical opens with an article on "French in the American High School," by Charles A. Downer, who discourses agreeably on a variety of topics suggested by his subject.—The present writer is reminded of our symposium on contemporary literature (see this Journal for last May) in reading the suggestive article by Daniel Mornet, "Convient-il d'enseigner le français dans les œuvres classiques ou dans les œuvres contemporaines?" M. Mornet, who in France has combatted what he feels to be an overemphasis on the "classic authors" and an undue neglect of more modern writers, fears that we may be inclined to reverse matters on this side of the ocean and pleads for a syllabus that will retain both classics and moderns.—Harry V. Wann describes the "Methods of Teaching French at Indiana State Normal School" in a very clear and inspiring manner. The method owes much to Harold Palmer, it would seem, and appears to have achieved rather remarkable results; of course it calls for teachers of great resourcefulness, energy, and enthusiasm, who are also thoroughly at home in French.—L. J. A. Mercier utters "A Plea for a New Method Nomenclature," feeling that the term "direct method" has long outlived its usefulness and is now positively misleading. He wants to distinguish between oral and non-oral methods of teaching.—W. L. Schwartz recommends "A Self-Examination in Advanced French" to all American teachers, especially at the beginning of school in the fall, and proceeds to indicate some of the pitfalls, especially in pronunciation, which lie in wait for the unwary and unprepared American.

School and Society for November 17 contains a brief but challenging article by Colley F. Sparkman, "The Educational Expert and the College Teacher of Modern Languages." This presents a concise analysis of the situation into which modern language instruction has drifted, leading to the suggestion that the educational expert might be called in to help in the solution of the urgent problems that lie before us, concerning (1) basic principles, (2) objectives, (3) methods.—In the following number Walter Kaulfers writes of the "Prognostic value of General

Language," and comes to the conclusion, on the basis of actual case-material, that this value is small, no better than the general I. Q. and not as good as grades in English. The supposed prognostic value of such a course, indeed, rested largely on the assumption of some special linguistic aptitude, and now that that has been shown to be doubtful or non-existent (see the *Modern Languages Forum* for April 1928), the usefulness of the General Language Course has been called in question, so that San Diego schools have discontinued it altogether.

The *Monatshefte* for November contains the first of the promised series of articles by Eduard Prokosch on "Sprachgeschichte und Sprachunterricht," which will be read with intense interest by all who enjoy the story of language growth. The first article is entitled "Der Ursprung der germanischen Sprachen" and reviews with masterly precision, and in the light of the latest researches and the best critical opinion, the origins of the German language.—Other articles of interest in this number follow: "Zeitwandel im Spiegel der deutschen Literaturgeschichte," by K. Reinhardt, who writes, "Wenn unsere Literaturgeschichte erst wieder die angestrebte Verbundenheit mit Mensch, Welt, Leben wirklich innerlich errungen hat, dann wird für sie ein neuer und doch uralter Begriff von Wissen und Wissenschaft wieder aufwachen."—"Die Dichtung in der Schule," by Ernst Feise, takes as its starting-point the book of that title by Martin Havenstein, and argues against an overstressing of the historical background of literature in the classroom.—Among the shorter contributions we mention some remarks on "The American German Student Exchange," by Paul Graham, advice as to "Die Benutzung von Büchern reichsdeutscher Bibliotheken," by Ernst Rose, and an appreciation of Herman Hesse's "Demian," by Birdeena L. Gowan.

Hispania for November contains the following articles of more general interest: "Some Influences of George Ticknor upon the Study of Spanish in the United States," by F. Dewey Amner; "El Hispanismo en la literatura hispano-americana (A proposito de Manuel Acosta y Lara)," by Rafael Altamira, "Notas sobre la vida y obras de Rafael Altamira y Crevea," unsigned; "El Concepto de lo real en las ultimas novelas de Unamuno," by José Padín; "The Complementary Infinitive and its Pronoun Object," by Guy Blandin Colburn (a careful and well documented study); "My Credo, by a High-School Teacher of Spanish," Mary Weld Coates, who sets forth a confession of faith in her subject with genuine and infectious enthusiasm. Of interest also are some of the "Opinions" gathered by H. G. Doyle and grouped in a special department with that heading.

The October *Bulletin of the Pennsylvania M. L. A.* sustains the reputation for diversified news notes and very complete personalia that this excellent little periodical has fairly earned;

it also contains two articles, "Spanish-American Spanish," by Fernando Barbosa, and "Romantic Elements in the Dramas of Edmond Rostand," by W. Floyd Howard.

In the November *Bulletin of High Points* we note a number of items of interest: Peter Sammartino, writing on "An Experiment in Modern Languages," discusses experiences and results in connection with testing along the lines of the latest procedure; George Turchin points the way to a new type of correlation of studies in "Folk-Songs and the High School Music Class;" R. M. Byrne contributes some tables that he has found useful in the teaching of the Spanish subjunctive; C. Kreykenbohm speaks favorably of "The Student-Teacher as a Help in Modern Language Instruction."—The *Bulletin of High Points* realizes better than most of our periodicals a very desirable ideal: that of having the high school teacher contribute directly, almost informally, information and helps derived from actual classroom experience. This pedagogical "clearing-house" is of inestimable value to the whole teaching-force.

El Eco for December 1 is accompanied by a supplement dealing with Christmas in various forms, including a little play in two acts, three songs with music, some selected recipes for Spanish delicacies, and a description of "El Portal" as used at Christmas time.

The *National Geographic Magazine* for December contains a significant article on Germany, "Renascent Germany," by Lincoln Eyre, which is profusely and beautifully illustrated; also a series of beautiful autochromes by Hans Hildenbrand, "Through Germany with a Color Camera," including scenes from the Black Forest, Bavaria, and Nördlingen.

The *Echo de la Fédération*, published at 32 Nassau St., New York, contains not only news of the Alliance Française, but many matters of interest to teachers of French. In particular, it publishes complete information with regard to the official *conférenciers*, as well as other lecturers on French life, literature, and thought.

The Wisconsin *Bulletin* continues to be a most stimulating and useful little publication, reflecting the energy and enthusiasm of its editor, Miss Laura B. Johnson of the Wisconsin High School. Its eight numbers can be had for 50 cents a year outside of Wisconsin; it is sent gratis to all the modern foreign language teachers in the state.

Foreign Notes

The **Argentine dormitory** at the Cité Universitaire in Paris is now definitely assured, and was officially inaugurated on June 28. A wealthy patron named Otto Bemberg donated one million francs to the building, and two and one-half millions more for its decoration and equipment. The students privileged to live there are chosen from among the Argentines already in Paris by a committee nominated by the president.

Centenaries in the year 1928 have been particularly numerous, it would seem. In the spring there was the Ibsen centenary, then came the Schubert commemorations, which terminated in Schubert week in November. This fall two additional celebrations have come to our attention. One was for the celebrated French sculptor **J. A. Houdon** (1741-1828), to whom a special article is devoted in the *Petit Journal* for November 15, and who has particular interest for Americans because of his visit to America in 1784, when he stayed with Washington at Mount Vernon and modeled a statue of him. The other was for **Nicolás F. de Mortín**, author of the popular *El Si de las Niñas* and often called the Spanish Terence, who died in exile in Paris, June 21, 1828. His centenary was celebrated in Madrid with appropriate ceremonies, including an address in the Ateneo by Sr. conde de Cedillo of the Spanish Academy.

Courses in French language and literature for the benefit of winter visitors to the Côte-d'Azur are being organized by the Alliance Française of Aix-en-Provence, information about which can be had by addressing the Secrétariat in care of the Faculté des Lettres d'Aix-en-Provence (Bouches-du-Rhône).

Cervantes' mill, the old historic mill of "El Gallo," located on the road of El Toboso in La Mancha, is to be converted into a Cervantes museum, we read in *El Eco* for Dec. 1.

Americans matriculating at the University of Madrid are becoming quite numerous, now that they are permitted to earn regular degrees at that institution. We may expect a considerable increase in such students hereafter, which will probably react in turn upon the types of instruction offered.

Fellowships for study at the University of Vienna, to the number of six, have been established for American students by the Austrian government, according to Dr. Paul Dengler, who is now in this country on a semi-official mission. These fellowships embrace free tuition, board, and lodging, and are administered through the Institute of International Education in New York.

An **Institut germanique**, founded in the fall of 1927 at the University of Paris by Professor Henri Lichtenberger, now has a

library of over 100,000 volumes, thanks largely to the estate of the Germanist Maurice Cahen. An association has also been formed to promote the development of the Institute, which seems to us a favorable sign of the growing *rapprochement* between the countries on either side of the Rhine.

The **History of the Low German Drama** was recently illustrated in signal fashion by the city library of Lübeck, in conjunction with other North German libraries, on the occasion of the fourth annual Niederdeutscher Bühnentag. A special exhibit was provided, including 41 dramas of the older period, 97 of more recent times, and various early books and MSS, some of them of extraordinary value and beauty.

Lessing will be much to the fore in 1929, that being the 200th anniversary of his birth. Several German departments are already planning commemorations of the event. From Germany we are advised that the publishing house of Otto Quitzow in Lübeck is planning a Jubilee Edition of Lessing's works, 18 volumes folio, which it will take several years to complete, and which will be issued in a very limited number of copies. The editor is Heinrich Schneider, who was for some years director of the library at Wolfenbüttel.

New Goethe material was recently auctioned off in a sale at Henrici's in Berlin, consisting of 18 letters and some poems and drawings, all dedicated by Goethe to Countess O'Donnel, née Princess Christine de Ligne, Lady-in-waiting to the Empress Maria Ludovika of Austria. Some of this material was hitherto unknown to scholars and is quite important.

A **still more important Goethe find** is that of a large colored chart mentioned in the first edition of his "Beiträge zur Optik," hitherto thought to have been lost. This chart was colored by Goethe himself for his optical experiments but left unsigned. It was discovered by Julius Schuster in a Stuttgart library.

The **diary of Goethe's father**, the writing of which is referred to in the poet's "Dichtung und Wahrheit," is now to be published, with a biography by Rudolf Glaser.

Liliencron's natal house in Kiel, Germany, has been authentically identified, we read in a German exchange. A memorial tablet has been placed on the house, and it is planned to erect a monument of some kind.

The **Nobel prize for literature** for 1927 has been awarded to Henri Bergson, the French philosopher, and for 1928 to Mme Sigrid Undset, the Norwegian authoress.

Teachers of French for foreign countries are prepared in a special school, which has been in existence for some eight years: École de préparation des Professeurs de Français à l'Étranger. It is located in the Sorbonne, Paris. Opportunities are found in various foreign countries for the graduates of this school, the best

of them afforded by the United States, to which about 30 candidates have been sent up to the present time.

The **language question still divides Ireland**, we are informed from abroad. The so-called "West Britons" object to compulsory Gaelic, on the ground (1) that compulsion in such a matter is evil *per se*, and (2) that in this case it is detrimental to the education of their children. The advocates of Irish, on the other hand, contend that the new policy is not sufficiently drastic, and that their language is in danger of extinction. They admit that many children, after the lapse of a year or so, have forgotten most of their Gaelic, and lament the fact that the press gives the cause very little support, printing little or no material in the Gaelic language.

Reviews

Review editors: for French, James B. Tharp, University of Illinois; for German, Peter Hagboldt, University of Chicago; for Spanish and Italian, H. G. Doyle, George Washington University. All books intended for review in this Journal should be sent to the Managing Editor.

El Abencerraje, según Antonio de Villegas, ed. with introduction, notes, and vocabulary by N. B. Adams and Gretchen T. Starck. Sanborn 1927.

Los Abencerrajes; two old Spanish stories adapted for intermediate classes, ed. with notes, direct-method exercises, and vocabulary by J. P. Wickersham Crawford. Macmillan 1928.

One of the chief problems of modern language teachers is that of finding texts which will combine sufficient mental maturity with sufficient linguistic simplicity to meet the needs of their students. Another problem of almost equal importance is that of presenting the masterpieces of literature to their classes in such a form as will stir them with enthusiasm for further reading rather than discourage them from the task because of their complexity and difficulty. The last few years have seen a number of efforts in this direction in Spanish and now come two new texts of the sixteenth century to meet the situation.

The edition of *El Abencerraje* by Adams and Starck "is designed for use in that period of study in which the student has advanced sufficiently to cease reading Spanish merely to learn the language and is ready to begin to use his knowledge for the enjoyment of the masterpieces of Spanish literature." It is based upon the 1565 edition of the *Inventario* of Villegas; a few archaic

or obsolete constructions and the spelling have been modernized. The Introduction traces briefly but adequately the development of the novel and points to the place of the *novela morisca*. It would perhaps have been worth while to call attention to the strongly Renaissance quality of the work: its use of classic mythology, its borrowing of an Italian *novella*, its elaborately rhetorical epistles.

In a few cases the original text has been changed either unnecessarily or incorrectly, e.g., 2, 6-omit comma. 13, 23-read: *que yo os prometo*. 14, 19-read: *os hablaré*. The 1565 edition has: *hablaros he*. 17, 16-read: *y tan principales*. The agreement is typical of earlier Spanish. 25, 2-read: *a medida de*. The correct form is given in the Vocabulary. 29, 9-read: *encontrasteis*. The subject is constantly changing from singular to plural. 34, 16-read: *¿por qué suspiras?* 39, 5-place comma after *marido*, instead of after *cenar*; cf. 46, 7. 41, 20-omit accent on *aquel*; cf. 51, 14. 42, 13-omit accent on *cuanto*. 48, 9-read: *Y en esto*. 51, 16-read: *toda la que de ellos se virtió*.

Although the editors have specifically remarked that their aim is not to use the text for linguistic purposes, they might well have given more attention to the language of the text, partly because of the difficulties which it offers and partly because the mere mention of the differences between sixteenth century vocabulary and syntax and modern usage would serve to strengthen the student's feeling for current usage. Examples are: 1, 2: *fué* for *hubo*. 3, Note 9: the construction *en muriendo* replaces the modern *al morir*, which does not appear in the text. 5, 3: *cosa* for *nada*. 6, 10: *topar enemigos* for *topar con enemigos*. 11, Note 2: this construction is no longer common. 14, 6: *a mí llaman* for *a mí me llaman*. 18, 12: *a condición que* for *a condición de que*. 19, 6: *deprender* for *aprender*. 19, 6: *allende de* for *además de*. 21, 10: *no otra más del grande amor* for *no otra más que el grande amor*. 22, 12: *y me pesara que alguno me lo oyera* requires explanation. 27, 10: *como quien caminando . . . se le exlípsa el sol* does not translate itself. 32, 10: *Apeaos y subiréis*; note the use of the future and see 44, 16. In addition it would have been well to indicate in the Vocabulary those words (like *certenedad*, etc.) which are now obsolete in Spanish. Nor does the Vocabulary contain adequate definitions for *encendiendo su hermoso rostro en color* (21, 21), *tenta envidia del sol* (25, 8), *le volvió a sí* (34, 10), and *Ves aquí* (44, 9) for *He aquí*; cf. 17, 15.

In *Los Abencerrajes*, Crawford has rewritten in modern Spanish and in a greatly reduced form the stories contained in the Villegas version of the *Abencerraje* and in Pérez de Hita's *Guerras civiles de Granada*. Of the sixty-five pages of text, *Abindarráez y la hermosa Jarifa* occupies the first sixteen. The Introduction makes no effort to provide a literary background but aims merely

to awaken the interest of the reader in the romantic quality of the tales. The Notes are brief and helpful, and the Exercises are contrived with the editor's accustomed skill. The Vocabulary is complete and thorough. I note only the omission of *puro* (65, 5).

The chief interest of Crawford's text lies in the modernization. The style is unquestionably clear and simple. In fact it tends to seem rather cut-and-dried, after the lyric tone of the Introduction. For the most part, older constructions have been replaced with modern ones and the idiomatic content is fresh and varied. On the other hand, the vocabulary seems relatively difficult.

In the past it has been quite impossible to do more than express a subjective opinion as to the difficulty of the vocabulary of a given text. But now that Buchanan's *Spanish Word Book* is available, it is possible to express the problem in concrete terms. A comparison of the vocabulary materials in the two texts under discussion may therefore be of value. After the elimination of proper nouns and all double entries, the Adams and Starck text contains 874 different words, the Crawford text, 1,500. Their distribution in Buchanan's study is as follows:

BUCHANAN	ADAMS AND STARCK	PERCENT OF TOTAL	CRAWFORD	PERCENT OF TOTAL
1-1000	526	60.2	712	47.5
1001-2000	135	15.4	264	17.6
2001-3000	68	7.8	161	10.7
3001-4000	46	5.4	98	6.5
5001-5000	23	2.5	63	4.2
5001-6702	22	2.5	78	5.2
Not in Buchanan	54	6.2	124	8.3
	874		1500	

Without similar analyses of other texts it is idle to attempt to interpret in any definitive way the meaning of these figures. But it is certain that the "second-year college and high school classes" for which Crawford has prepared his text will not have a vocabulary of over two thousand words and that such students will find something over a third of the words in this text unfamiliar, of which no less than two hundred do not appear among the first five thousand in Buchanan. Would it not be wiser, in the adaptation of such texts for school classes, to replace unusual words with common equivalents? To cite a specific example, could not both *desatentado* and *desatinado* be replaced with *tremendo*, or some other common word, without loss of force and with a distinct gain for the student?

It is of interest to observe that the vocabulary of the Adams and Starck text, even without modernization, offers a relatively small number of unfamiliar words. But the total range of their

text is less than 8,500 words, while the Crawford text amounts to almost 15,000 words. And it is obvious that the shorter the text, the greater the probability that a large percentage of the words will be found among the first two thousand commonest words. It is greatly to be desired that teachers should make detailed analyses of the texts commonly in use in classes in order that a comparison of their difficulty in vocabulary may become possible.

Crawford's text should undoubtedly prove popular in high-school classes, advanced perhaps, rather than intermediate, while the edition of Adams and Starck will appeal to college teachers who are desirous of initiating their students painlessly into literary study.

HAYWARD KENISTON

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Technical and Industrial Spanish, edited with vocabulary by Antonio Alonso and P. R. Hershey. Heath 1928. 327 pp.

In spite of the fact that the number of Spanish texts edited for school use in recent years has been enormous, this is the first book of its kind since the appearance in 1913 of Colonel Willcox's *Reader of Scientific and Technical Spanish*.

The inclusion of a large amount of material dealing with agriculture and industry is quite natural, because the engineer who takes up the study of Spanish at all purposively is more likely to be interested in it as a tool in the commercial prosecution of his profession than as a means to enlarge his field of reading for scientific research.

It is surprising that a chapter on aviation was not included in a book of this kind, particularly in view of the fact that the boldest and most promising departure from standard airplane design and construction, the *autogiro*, is the invention of a Spaniard, Juan de la Cierva.

The book opens with an excellent article by the distinguished Spanish naturalist, Ramón y Cajal, on the intellectual and spiritual prerequisites for scientific investigation. It is also noteworthy that there are three articles by José Echegaray in the rôle of popular scientist. All of the articles are "written in a pleasing and informative manner" with a minimum of technical difficulties in language and content. The vocabulary is exact and complete. However, in the interest of technical preciseness, a few expressions should have been defined more accurately, namely: *caballo (de vapor)* metric horsepower; *fuera viva* kinetic energy; *motor de explosión* internal combustion engine; *obra* hearth (for page 119, line 7), *óxido de carbono* carbon monoxide, CO; *tonelada* ton (of 1,000 kilograms); *dulce* soft (for *hierro dulce*, page 22, line 11).

EDWIN B. WILLIAMS

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O. S. FLEISSNER AND E. MENTZ-FLEISSNER, *Deutsches Literatur-Lesebuch*. 177 pages. Notes and Vocabulary. Crofts, 1928.

The authors of *Deutsches Literatur-Lesebuch* have exercised patience and discrimination in the selection of their material for this book and they have shown painstaking effort and a high degree of scholarship in reshaping a vast amount of literature to make it suitable for a reader. It is obviously impossible to give a detailed account of the literature of any nation within the covers of a small textbook. The authors have realized this and have made every effort to provide a judicious selection of representative literature and to present it in the shortest and most concise manner.

The book carries out successfully its aim "to give in a brief, easily readable form a glimpse of the literature and history of Germany" and to fill the "need of a continuous narrative that links together the history and literature from early times to the present." Only enough of the historical background is given to furnish the setting for the literary work of any given period. In general, no attempt is made to supply details except so far as they are required for the proper appreciation of a selection. The book gains significance because of the art displayed in catching the spirit of the literature through its skilful renarration. This faithful and delightful picture of the successive periods of literature is its own best recommendation for use in our schools and colleges.

The make-up of the book is attractive. It fulfills the requirements of the modern textbook except, possibly, in the matter of modern exercises. Only four misprints appear. The vocabulary has some omissions: *ausführlich* p. 1, l. 1; *Jünger* p. 22, l. 3; *Handwasser* p. 82, l. 11; *Mannspersonen* p. 83, l. 11; *um so mehr* p. 110, l. 3; *Eier* p. 130, l. 12; *wiewohl* p. 133, l. 14; *zu Gevatter bitten* p. 140, l. 5. The following changes in the English renderings of the vocabulary are suggested: *gewähren lassen* p. 33, l. 11 "to do as one likes"; *Tauschhandels* p. 38, l. 7 "trade by exchange"; *Gleichstellung der Geschlechter* p. 77, l. 12 "equality of sexes."

The uniform simplicity of the German text makes the book suitable as a reader in the fourth year of a secondary school and the fourth or fifth semester in college.

Deutsches Literatur-Lesebuch should be warmly welcomed by maturer students, who already have some literary appreciation, and by those who wish to use it as a survey of German Literature. It deserves real consideration on the part of teachers who desire an excellent book for early reading.

LESTER C. NEWTON

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SEYMOUR AND CARNAHAN, *Alternate Spanish Review Grammar*. X and 184 pp. D. C. Heath and Company.

The aim of this book is to supply alternate reading sections and exercises to the author's previous *Short Spanish Review Grammar*. The new reading material deals with Spanish America instead of Spain. The books are of approximately equal difficulty, and are suitable for annual alternation.

The new book contains a preface, a section giving suggestions to teachers, a table of contents, and a list of classroom expressions. This list, and the sections on grammar which follow, are identical with those of the previous book. The appendices, which contain notes on accentuation and syllabication, paradigms and verb lists, are reprinted without change, as is also the index. The Spanish-English and English-Spanish vocabularies are given together on the same page, the Spanish-English occupying the upper half of the page.

The new reading matter is very cleverly done. Each selection is written to illustrate the points of grammar and idiom given in the lesson, yet the Spanish is interesting and not unduly artificial.

The exercises for drill and translation are more varied than those of the *Short Spanish Review Grammar* and superior in other respects. Instead of questions on the Spanish text there are lists of topics for discussion. There are blanks to fill, connected discourse for translation into Spanish, Spanish expressions to be used in original sentences, and, finally, short sentences for verb drill, specific verbs being assigned for study in connection with each lesson. The exercises are well constructed and purposeful.

The reviewer noted but two slips on the part of the printer: *as* for *las* on page 21 and *ci dad* for *ciudad* on page 75.

For the translation of engineer (one who drives a locomotive), page 85, the vocabulary gives only *ingeniero*. The translation "they lacked" for *les hacían falta*, page 106, belongs rather to *les faltaban*.

The book is an excellent piece of work. The two books, studied in alternate terms, would be a great help toward formal mastery.

WILLIAM M. BARLOW

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ADALBERT HÄMEL: *Lesebuch der Spanischen Literatur des XIX. und XX. Jahrhunderts*. Max Niemeyer Verlag. Halle (Saale), 1928. IX and 238 pages.

One refreshing feature of this *Lesebuch*—which is Vol. XI of the *Sammlung kurzer Lehrbücher der romanischen Sprachen und Literaturen* (herausgegeben von Karl Voretsch), and a companion

volume to Werner Mulertt's *Lesebuch der älteren spanischen Literatur von den Anfängen bis 1800*—is its economy of apparatus. Too many classroom readers have tails that wag the text. Here is one that, for instance, has no general vocabulary, but translates, at the foot of the page on which they occur, the words and phrases that are probably new to a reader in the second year of instruction; that has a brief note, also on the page concerned, on proper names, allusions, and the like. There is no need to thumb the back of the book for help. This method is of course no novelty, but it is too rarely used; it has the virtue of stiffening attention and hence enlarging the profits of reading. There is no space taken up with biographical sketches; only the dates of birth and (where they have occurred) of death are given. A table of contents, an alphabetical list of authors with their pages, and the above-mentioned foot-notes comprise the reader's aids.

The oldest text is from Fernán Caballero; from that, down to date. Poetry, lyric, and epic, plays in prose and verse, prose tales, essays and sketches, divide the book in proper proportions and in great variety of style and subject, grave and gay. Some of the pieces are given entire, others are judicious extracts. The amount of material in the 238 pages is surprising and is due to the format, a very clear 8-point type, and a 6 by 9 inch page.

Decidedly a proper and inviting text for advanced classes.

S. L. MILLARD ROSENBERG

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PETER HAGBOLDT, *Inductive Readings in German*. Book II. The University of Chicago Press, 1927. pp. XVI+172.

Written by a recognized expert familiar with the possibilities of language teaching under the conditions now prevailing, this reader naturally merits a favorable reception. There has been for some time a real need for such a book among teachers of German in this country. It is written in faultless German, is very interesting, and embraces such a wide range of material that it may serve as an excellent introduction to the spirit of German life and literature.

The text contains, first, the most important legends and sagas of German literature connected with the music of Wagner and the dramas of Goethe, Schiller, and Hebbel. The twofold advantage of this plan is too obvious to require discussion. The second group of stories sketches the most important events and characters in German history. For a better approach to German literature and to pre-war Germany, however, a scene from the Middle Ages (chivalric culture) and a brief mention of Bismarck might have proved very useful. The next group is undoubtedly of particular interest. It presents various aspects of German life. The fourth

group describes in eleven pages some of the most noteworthy representatives of German culture: Gutenberg, Luther, Dürer, Beethoven, Kant, Goethe, Schiller, and Schliemann. The fifth part gives synopses of a number of very interesting books. All the works discussed are noteworthy (*Hanneles Himmelfahrt, Till Eulenspiegel, Immensee, L'Arrabbiata, Münchhausen, Wilhelm Tell* etc.). In this chapter the author furnishes evidence of his distinct pedagogical abilities. It is, indeed, remarkable how masterfully he succeeds in giving the synopsis of a book in comparatively little space without ever becoming clumsy. Most of the books dealt with are read in first and second year classes in this country. The synopses, written in a simple and yet colorful style and planned to guide the student towards intensive reading, cannot fail to fulfill their aim. The sixth part includes fourteen poems by renowned authors. The last offers—for sound pedagogical reasons—familiar material (Lincoln's speech at Gettysburg, the Declaration of Independence, brief selections from the Evangelium, and the famous monolog from "Hamlet").

Each chapter is followed by a list of books graded according to the difficulties they offer the reader. The author rightly assumes that the student, stimulated by the material presented, will read books of similar content. Hence the usefulness of the lists following the chapters cannot be disputed.

The exercises embrace that part of the whole field of formal grammar indispensable for reading purposes; they contain questions which necessitate a careful preparation on the part of the student; besides, by exercises in word-building, they teach him how to enlarge his vocabulary.

The vocabulary aims to be complete; the total number of words taken up in it is approximately 2,400. Related words are arranged in groups without disturbing the alphabetical arrangement—an innovation which most likely will meet with general approval.

The principle of making the footnotes is based upon the results of "Sprachpsychologie." Whenever possible, every new German word is explained by a simple German definition; by a German synonym known by the student; or, when it seemed unavoidable, by the English equivalent. It is obvious that self-activity on the student's part is greatly stimulated by this procedure. On the other hand, the student does not need constantly to consult the dictionary. The practical use of the footnotes applied in this manner, and the wholesome effect it has upon the student, gives proof of the author's thorough understanding of the requirements of modern pedagogy.

The enthusiasm with which the reviewer greets the work does not, however, prevent him from pointing out some slight defects, little flaws which can be very easily remedied in the next edition—which we hope will soon be necessary. Professor Hag-

boldt sometimes follows too closely the original from which he gives a selection, thus retaining words which sound rather obsolete (hürnen, Hülfe). The statement "Goethe war nie populär und kann es nie werden" might unfavorably prejudice the student. In a few instances the vocabulary does not mark the separable verbs (abdrucken, abhärten).

Apart from such unessential points, the present volume represents one of the most significant contributions to American textbook literature.

The author, who has for a number of years advocated the reading knowledge of a language as the most essential goal of language study, has added many exercises so that the student may gain an active knowledge of the vocabulary he is acquiring. Thus, those whose preferences are for the direct method may also very profitably use the new reader.

This edition has a real claim on the attention of all who endeavor to make the teaching of the German language more interesting and more effective. We hope that it will meet the hearty response which it so unquestionably deserves.

FRANCIS MAGYAR

Marquette University

DANIEL DEFOE, *Premières Aventures de Robinson Crusoë*. Edited with exercises and a vocabulary by Arthur Wilson-Green, M.A. The University Press, Cambridge, 1928. viii+149 pp. Macmillan, American Agents.

It is not the classical French translation of Saint-Hyacinth and Van Effen which is offered in this book to the student of French, but a small portion—about one hundred pages—of the more modern if less masterful version published by Garnier Frères.

Many a teacher would question at the very outset the advisability of placing in the hands of our students a text of this sort in preference to an original French work imbued with the spirit and steeped in the atmosphere of the nation whose language they are studying. There is, however, room in our curricula for a minimum of rapid reading, dealing with *familiar subject matter*, originally written in English, mainly because of the psychological influence on the beginner. It undoubtedly gives him a certain degree of confidence and perhaps a sense of self-sufficiency and buoyancy to find himself turning page after page without much recourse to the dictionary, recognizing old substance in a new form, grasping the meaning of a full phrase or even a whole paragraph by actually understanding a few key words, since the incidents and their order are familiar to him.

The text is well edited, provided with abundant exercises and judicious questionnaires calculated to elicit almost always a complete answer in French. They encourage the practice of giving definitions of words, synonyms and antonyms, and they are on the whole pedagogically sound and varied.

The value of a direct method text like the present, however, would be greatly enhanced by the addition of explanatory footnotes for the elucidation of involved constructions and idioms,—this being particularly true in this text because the vocabulary does not make a pretense of completeness. One wonders what criterion the editor has followed in consciously omitting words from his *Lexique des mots les moins usités*. It were time, indeed, that editors should purposely omit from vocabularies intended for students of intermediate and advanced classes such trite words as *père, oui, ami*, etc., not by an arbitrary estimate, but by making use of available frequency lists and similar results of systematic research. Why, for instance, are the words *bénéfice, habituel, habiter, tabac*, found in the *Lexique* and not *morceau, bientôt, moisson, détresse* which seem less obvious?

Premières Aventures de Robinson Crusoé, which forms a part of the attractive *Cambridge Modern French Series*, is well suited for rapid reading in the third or fourth semester of high school.

MILDRED E. ANDERSON

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WRIGHT, MAURICE W. *Word Reunions: A Better Way of Teaching Vocabularies*. San Diego, 1926. 79 pp.

The author of this curious little book apparently believes that the language teacher should aim to teach language, and not a language. Accordingly he has evolved a scheme whereby, in the case of vocabulary, the student is led to observe the intimate relationship which English, French, and Spanish bear in common to Latin. Such observation, he believes, should make the acquisition of a vocabulary both pleasant and effective.

The scheme, which the author has tested out in the classroom, presumably with success, is quite simple. On the basis of forty-eight Latin words, thirty-six verbs and twelve nouns, he has constructed forty-eight word families, or "word reunions," each family consisting largely of verbs, nouns, and adjectives in English, French, and Spanish. There are numerous interesting notes calling attention to radical phonological changes, semantic evolution, and peculiarities of usage. The French and Spanish derivatives are defined, except in those cases where the English cognate of the group makes definition seem unnecessary. The vast majority

of these derivatives, together with other cognate words, appear again in two alphabetically arranged vocabularies of approximately eight hundred and twelve hundred words for French and Spanish respectively. For the practical application of the device two methods are suggested: the students may be referred daily to *Word Reunions* for the identification and classification of from four to six words chosen from their grammar or reader, or they may be assigned an occasional lesson in the Latin word list without reference to the vocabularies of their textbooks. Either plan is calculated to cover the book by the time a two-year course has been completed.

Mr. Wright will probably have the hearty approval of modern language teachers in his aim to make vocabulary "a real and correlated part of the pupil's mental equipment instead of a deadening load for his memory" (p. 3). One cannot be altogether sure, however, that the method of *Word Reunions* will lighten appreciably the burden on the student's memory. Certainly for the student untrained in Latin the forty-eight etyma will of necessity mean so many unfamiliar and disconnected words to be memorized, and even for the adequately prepared student the retention of numerous French or Spanish words will be largely a matter of memory because of their extreme phonological or metaphorical development. The serious weakness of the book, however, lies in the strikingly capricious choice of the Latin etyma. It is true that the list was not intended to be exhaustive; it is a pity, nevertheless, that the author assembled so impractical a body of words (the sub-title of the book—*A Better Way of Teaching Vocabularies*—bespeaks a practical aim). The student looking for pleasant and useful short-cuts will receive no aid from *Word Reunions* in the mastery of common and essential words like: *camarero, campanilla, caro, cielo, cocinero, criado, lejos, limpio, lluvia, pie, rincón, ruido* (taken at random from Marden and Tarr, *A First Spanish Grammar*); or *lágrima, tristeza, jurar, mensajero, testigo, sepultar, nube, arrojar* (S. L. Millard Rosenberg, *Libro de lectura*, p. 48). On the other hand, he will be materially "aided," where no help should be necessary, in words like: *acompañar, admisión, batalla, cometer, crucial, depositar, divorciar, invocar, mutua, ostensible, positivo, reproducción, suspensión, tortura, tronco, vertical, vocal*—to mention only representative types of which there is an unnecessarily large number in the Spanish and French vocabularies.

If there is a pedagogic or any other kind of principle at the basis of Mr. Wright's selection of the Latin words, it has not been made apparent to the present reviewer. With a radical substitution of material, *Word Reunions* might become a valuable tool in the hands of an intelligent student; in its present form it can be

recommended only to teachers, who will find in it much interesting linguistic information and a stimulating suggestion that even the study of vocabulary can be made pleasant and appealing.

H. CHONON BERKOWITZ

University of Wisconsin

JUAN CANO, *Cuentos humorísticos españoles*. Edited with notes, direct-method exercises, and vocabulary by Emilio Goggio. Macmillan 1928. 146 pp.

Between the manufactured Spanish of the usual reader and the literary Spanish which follows and which all too often proves a stumbling block to the student, there is need for a transition book which will make the change less abrupt and dangerous. The compilation under review seems to fill that need admirably. The selections are interesting, not too hard and not so easy as to be mere child's play, and they have a literary flavor which does not intrude. A good part of the material is new, and even the stories that are already familiar in some form have a certain style about them that makes it worth while to read them again. All are free from padding. Furthermore, the selections are not written for little girls but for the average student who can usually be depended upon to appreciate a humorous situation if he is given half a chance. In a word, the book is good reading.

To those who insist upon the practical there are many features which have their appeal. The stories are liberally sprinkled with idiomatic constructions, common to everyday speech, and further drill on these tricky expression is provided in an abundance of exercises in the back of the book. The vocabulary is useful and varied, with the difficulties evenly distributed on a gradually ascending scale. Since there is real "meat" in the stories, the subject matter lends itself readily to conversation, either elementary or advanced.

The vocabulary has evidently been compiled with care, but a few minor omissions have been noted. For example, *llevar* might also have the meaning "to have," *al poco rato* is in the vocabulary as *a poco rato*, *cantidad* should also have the meaning "number," *burro* as adjective (p. 11) is not explained, *eco* has been omitted, so has *por el estilo* "of the same sort." There is a lack of uniformity in listing the place names. We find *Albacete* "proper name (province of S. E. Spain)" and *Cuenca*, "a province in New Castile." None of these, however, ought to give any uneasiness to a student endowed with a fair amount of imagination.

STURGIS E. LEAVITT

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KIESEL, C. A., *Passing through Germany*, 1928-1929. Terramare Press. Berlin. 255 pp.

Again Mr. Kiesel has collected a number of different topics of interest to foreigners regarding Germany of to-day. A few pages on industrial developments are repeated from last year's issue; as a whole, more space and attention is given to art and art-centers, especially to those places which are usually not too well known to travellers. Lovers of music will enjoy reading of the 17 musical festivals held during 1928 besides those of Bayreuth and Salzburg. Whoever intends to spend next summer abroad may well take the page on "What is going on in Germany in 1929?" and check places and dates. Hiking excursions and automobile tours are suggested, expositions and festivals mentioned, a list of summer-resorts and spas provided, etc. Several chapters deal with sports, particularly with the gliders or motorless aeroplanes; a comparison of American and German towns gives material for thought; the housing problem is well discussed. The last 22 pages are devoted to education and student life with such headings as "What an American student may expect from a German University," "Where to study in Germany," and "Advanced scientific studies in Germany."

This book, more versatile than last year's edition of "Passing through Germany," and answering many questions which may enter one's mind about present-day Germany, can be obtained free of cost from The Terramare Press, Berlin. To every teacher of German and to those who are planning to visit Germany it gives ample and valuable information.

J. BREITENBUCHER

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MARGUERITE CLÉMENT and TERESA MACIRONE, *Je lis et je parle*. pp. x. 206. Heath 1928. Price \$1.16.

Je lis et je parle is one of the most delightful French readers recently published. In many ways the book is unique. The lessons comprise three parts; first, related paragraphs in which a French boy and girl describe, in their own words, themselves, their home, their school, their parents, and their country; second, contrasting descriptions, also in French, of course, by a "jeune Américain" and a "jeune Américaine;" third, exercises which ask the student to describe *himself, his own house, school, pets*, etc. Thus the book aims to give the student a usable speaking knowledge of the language by means of simple and familiar reading material.

In the first division French illustrations accompany each reading lesson. The student is expected to utilize them when he revises, in his own words, the substance of the paragraph which he

has already read over several times and keeps hidden during the revision, as he depends only on the picture for his inspiration. Such exercises, the authors hope, will aid our American students to use French as their own tongue and not merely as a means for answering set questions based on reading matter.

The second unit has no illustration. The student will have need of none, for he is reviewing here his own characteristics as set down by one of his own kind. This second exercise is intended, too, to be one in silent reading,—an innovation in Modern Language readers. Because of the familiar context the student can pass over this rapidly and on into the "exercice libre," which I have already explained. A "poésie facile," associated closely to the subject-matter just covered, concludes each lesson. The memorization of this bit of poetry is intended to impress more forcefully the vocabulary of the text. Its inclusion or omission, however, rests entirely with the teacher.

A striking feature of *Je lis et je parle* is the unity of the lessons, as a few chapter headings will bear witness: Mon Portrait (un jeune Français); Mon Portrait (une jeune fille française); Comment je suis habillé; Mes vêtements; Ma maison; Ma rue; Mon école; Mon chien; Mes maîtres; Mes professeurs; Ma bicyclette; Notre auto, etc.

The editing of the book is excellent, both as to its very ample vocabulary and as to the attractive illustrations. There seems to be only one very serious objection—the simplicity of the subject-matter, which of necessity makes it unavailable for college French classes. With young students, however, it should easily "click."

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CASTILLO, CARLOS and WATSON, JANE C. *Spanish Tales and Fables*, with exercises, notes, and vocabulary. Ill. Pp. vii+214, Holt, 1928.

This book has only one meritorious feature to raise it above the rank and file of Spanish readers constantly coming from the press: its subject-matter. The editors have very fortunately scorned *Los tres osos*, *El pobre pollo*, *Blanca de Nieve*, and *Caperucita roja*, with which our students have long been bored, and have given us selections, both prose and poetry, from Spanish and Spanish-American writers of repute. These selections, if read during the first year, prepare the student for the more difficult literary style he will encounter in the novels and dramas chosen for advanced work. A few of the titles are: *Soñar despierto* (Augustín Rojas, *El viaje entretenido*), *Castillo del último moro* (Fernán Caballero, *Cuadros de costumbres*), *La ratz del rosál* (Rubén

Darío, *Mis primeros cuentos*), *El león que tenta dignidad* (Amado Nervo, *Cuentos misteriosos*), *Quien no te conozca que te compre* (Juan Valera, *Cuentos*), *Costura* (Manuel Ugarte, *Cuentos de la Pampa*), *El Voto* (Emilia Pardo Bazán, *Cuentos*), *Músicos ambulantes* (A. Palacio Valdés, *Cuentos escogidos*), ¡*Quién supiera escribir!* (Ramón de Campoamor), *La fuente vaquera* (José María Gabriel y Galán). Some twelve antiquated illustrations accompany the text.

The stories are supplied with the inevitable "cuestionario" and "ejercicio gramatical." The latter is not based on the text but is a part of a series of exercises which, by careful organization, comprises a complete grammar review and also affords practice in the use of idiomatic expressions. Each lesson (and it must be extended over two or three class hours, by the way) ends with a suggested subject for a "tema" related to the selection just read. "Temas" are very profitable exercises, but the authors presuppose in their suggestions a much greater facility in Spanish composition than my students are capable of at the end of the first year, e.g., in *El rey en busca de su novia*,—a story, as the title suggests, in which a king seeks a bride who, as his dying father commands, must be both rich and poor—the student is to "completar el cuento que precede haciendo el relato de la boda y las fiestas que se hicieron para obsequiar a los depositados." First year students sufficiently proficient to do that would be ideal, and they may exist.

The notes do credit to the editors. All difficult constructions are explained in footnotes by simplified Spanish definitions and synonyms. Occasionally, however, the original expression is simpler than the explanatory note; for instance, *adueñarse de* or *apoderarse* to explain *hacerse dueños* (p. 92, l. 3), *aniquilar* for *acabar con* (p. 95, l. 7), *los reconventa afeándoles su debilidad* or *los reprendía* for *les echaba en cara* (p. 88, l. 14). Fortunately the exception occurs less often than the rule. Biographical sketches and historical and literary allusions are apparently left to the teacher, for the notes show a conspicuous lack of supplementary facts for the benefit of the student. The vocabulary, containing also some geographical and proper names, is inclusive even of those words identical in English and Spanish and of all the irregular verb forms that appear in the text.

Several typographical errors have crept in. An accent is omitted on *qué* in question 22, p. 13, *¿Qué hizo el perro al oler la osamenta?*; there is a period for a comma, p. 51, l. 15, *Te declaro por heredero mto. a ti*, etc.; the exclamation mark is omitted after *es* on p. 68, l. 20, *¡qué grande y qué rico es!*; p. 125, in question 14, the letter *r* is omitted in *despe taba*; and in the caption beneath the illustration on p. 136 we find *comme* for *como*.

Spanish Tales and Fables has considerable value. It will help to solve the problem of first-year reading which may thus be simple

in construction and advanced in thought. It will supply material for the transition period and anticipate the needs of the second-year work.

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The Art Of Translation

The editors of the Journal offer a prize of \$10 for the best translation of the following passage:

Der Naturalismus: zur Verteidigung

Er [der Naturalist] erspart uns keinen Schrei wehen Jammers, er erspart uns kein Jauchzen wilder Lust. Er stösst des Elend, das um Mitleid bittet, nicht von der Ecke, er jagt den Trunkenen, der alle belästigt, nicht von der Strasse, alles, was er bei solchen unangenehmen Begegnungen für euch tut, ist, sie abzukürzen, nachdem ihr aber doch den Eindruck einmal weg habt. Tugend und Laster, Kraft und Schwäche führen bei ihm ihre Sache in ihrer eigenen Weise. Er will das Leben in die Bücher bringen, nachdem man es lange genug nach Büchern lebte.

Er führt niemand abseits des Lebens, jeden führt er inmitten der breiten Strasse desselben, vorbei an wildromantischen Gegenden, an friedlichen Dörfern, an reichen Städten und armen Ansiedlungen, an traurigen Einöden und an lachenden Gefilden; er erspart euch keinen Stein des Anstosses, keine Rauheiten des Weges, keine Krümmung; nicht um zu ermüden, sondern um euch die Erkenntnis aufzuzwingen, dass, ob nun mit leichter Mühe oder schwerer Arbeit, allen Wallern der Pfad gangbarer gemacht werden könnte. Darum beugt er nicht aus, darum zeichnet er getreulich jede Wahrnehmung auf, die er an jenen macht, welche der Strasse entlang forthasten. Er zeichnet alles auf, was er zu hören bekommt, von den ruchlosen Flächen der Ungeduldigen bis zu den stillen Seufzern der Ergebenen; alles, was sich seinem Auge einprägt, von der schweisstriefenden Stirne des rastlos Ausschreitenden bis zu dem fahlen Antlitz dessen, der ziellos forttaumelt, um sterbensmüde an einem Grabenrande zusammenzubrechen. . . .

Dort aber, wo der Weg sich unter Grabhügeln verliert, wo der Trost eines Paradieses, das erst werden soll, vor den Qualen des Todes zusammenbricht, dort steht er allein mit dem demütig stolzen Selbstbewusstsein, mit dem die Wahrheit alle ihre Diener begnadet. Er bringt die Sterbenden aus dem Gelärme des Tages und bettet sie in heilige Stille, er flüstert vertraut mit ihnen über alte Erinnerungen, damit sie dem Sonnenlichte nicht fluchen, zu dem sie einst erwachten, und er deutet ihnen leise all diese Schauer und Krämpfe als die letzten Anrechte allen und jeden Schmerzes an sie, damit sie die Nacht nicht fürchten, in welche sie jetzt eingehen sollen, langsam, allmählich, wie die Pulse verrollen, der Atem stockt, das Herz stille steht.

LUDWIG ANZENGRUBER

Conditions. Translations must be typed on one side of the paper, signed with a pseudonym, and accompanied by a sealed envelope bearing the pseudonym as superscription and containing the translator's name and address. MSS must reach the Managing Editor not later than February 15. No MS will be returned, and the editors reserve the right to make no award.

TRANSLATION OF PASSAGE FROM HEINRICH
FEDERER, *Am Fenster*

It requires no apology that I, who am neither general, nor diplomat, nor any other celebrated person, am nevertheless relating one of a thousand ordinary lives, my own. For the ordinary life is the most genuine life, since, being far from illusion and oddity, it can really give nothing but reality. Extraordinary characters, however great the impressions they may leave behind, have ultimately lived after all—at least in a literary sense—rather for the archive, the museum, the schoolroom, and history's hall of mirrors. Whenever they live for life, they belong like us to the dear, sweet ordinary world, hating and honoring, defying and fearing, and laughing more abundantly perhaps, but not more genuinely than we. What does it matter whether a man is a villager or a townsman, a recluse or a world-aviator, a cabinet minister or a letter-carrier, if only he is a true man as well, whose greater and lesser passions throb with the pulse of mankind, quiver with the nerves of mankind. Indeed, if he but displays his wares quite personally and faithfully, he will always find customers, and his effects will seem never too old and never too new, and as little hackneyed as our quiet moon in the heavens, though experienced a thousand times. . . .

Aye, in the last analysis you are the subject of my tale, land of such pure-bred men and motley destinies, country of altars and of Alpine herdsmen's huts, pathway of such fleet and, alas! also of such weary footsteps, abode of so much patience and goodness, stiffness and exquisite motion, home of heroes and holy men. . . .

Many a man, as he reads, will seize his head, and long forgotten things may once more echo in his soul. But you, Obwalden, so utterly unfacetious, will perhaps shake your head and like schoolmaster Beat reach for the birchrod to punish my garrulity. Now of course I am no longer sitting on your school-bench, yet old habit makes me hold out my hand, half hesitant, half willing. Lay on, Mother, but know that if I have erred, it was a child's pure folly and love that led me astray.

Comments. Note the emphatic repetition of "gewöhnlich," four times in the first paragraph. This is not accidental, and the translator should preserve it if possible.—"da es . . . geben kann" is not based upon "es gibt"; "es" is a real subject referring to "Leben."—"Spiegelsaal" contains a veiled reference to the celebrated hall at Versailles.—"Gewöhnlichkeit" has no direct analog in English, so we have to fall back on the adjective again.—Note the contrasting verb-pairs in this sentence; English calls for a comma after "sorgen" so as to give the final phrase its full value.—Antitheses likewise characterize the next sentence, and should be brought out. Americans may feel in "Weltflieger" an allusion to our hero of

the air.—“mitklopfen” and “mitbeben” are hard nuts to crack; some form of paraphrase is always required for such compounds, of which German is very fond. “Nerv” is not “sinew,” but “nerves.”—“rassig” is from “Rasse,” and means men “of (good, pure) race.”—Note the alliteration at the end of the second paragraph.—“sich an die Stirne greifen” is not an ordinary English gesture, though common in German lands; it goes with sudden recollection.—Similarly, the birch-rod is the English analog of the hazel switch; over and above mere accuracy is a higher esthetic principle which we may call connotation or word-color.

One translator left the phrase “schöne, liebe Gewöhnlichkeit” in the translation, added in a footnote the comment that this is untranslatable, and then appended a quite acceptable English rendering! Untranslatable is a word the translator should forget.

A translation of a work of art should not be an interpretation. The following sentence, taken from one of the versions received, typifies one sort of translation of which I disapprove. “Because I am neither a general, nor a diplomat, nor a person with high literary talents, but one whose life is on a par with the lives lived by thousands of his fellowmen, I see no reason why I am not justified in telling you about my life.”

The winner of the French contest announced in our November number is **Randal Ross**, Baxter Springs, Kansas. Honorable mention went to “Sancho Panza,” “Hibou,” “Jane Brown,” “Charlot,” “M. Rossignol,” and “Hal.” Comments on this contest will appear in our next number.

B. Q. M.